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Regulations for Standardizing
Common Schools

MAY E. FRANCIS
Superintendent of Public Instruction

ISSUED BY THE DEPARTMENT OF
PUBLIC INSTRUCTION

Published by
THE STATE OF IOWA
Des Moines

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IN APPRECIATION

We wish to express to Mrs. Henry Frankel, of Des Moines, and Mrs. Frances Whitley, of Fort Dodge, Iowa, our sincere appreciation for the splendid work which they are doing in their campaign for a better citizenship.

Mrs. Henry Frankel has been untiring in her effort to promote the preservation of plant and bird life in Iowa. She has given addresses before superintendents' and teachers' meetings and has co-operated with this department in our program for beautifying the school grounds, by landscape gardening, and by planting our native shrubs, flowers and trees upon the school grounds. Credit is given for this work elsewhere in this bulletin toward standardization.

Mrs. Whitley has worked out and given to the public a very timely and worth while "Code of Out Door Morals," which we consider a real contribution to education in Iowa. The attention of teachers is called to this code which is found elsewhere in this bulletin.

THE STANDARD SCHOOL

To arouse the spirit of improvement in each district, and to encourage teachers and county superintendents in the recognition of higher aims in rural school education, the Thirty-eighth General Assembly passed the Evans-Smith Act. This act, as amended by the Fortieth General Assembly, provides that the Superintendent of Public Instruction shall lay out a plan of definite achievement for the rural school which wishes to become standardized and receive state aid.

It is the purpose of this bulletin to outline a policy for carrying out the provisions and intentions of this act. A certain degree of excellence in environment, in comfortable and sanitary conditions, and in the ability of the teacher is fixed upon as necessary for the proper efficiency of the standard school. The specifications, as set forth in this bulletin, include grounds and out-buildings, the schoolhouse, the library and supplementary readers, the teacher and the school, and community activities.

Iowa has approximately 10,000 one-room schools, and almost 205,000 pupils attending these schools. One thousand one hundred situated in 95 counties, met the requirements for the school year, 1923-24. One standard school is an inspiration to all other schools in the vicinity.

It is earnestly urged that every rural community put forth a real effort toward the improvement of its community school. The Department of Public Instruction pledges its support and cooperation toward this end.

MAY E. FRANCIS,
Superintendent of Public Instruction.

SCHOOL STANDARDIZATION LAW

FROM THE CODE OF IOWA, 1924

4329. **Standard Schools — Maintenance — Requirements.**

Any school located in a district, other than a city independent or consolidated district, not maintaining a high school, which has complied with the provisions of this chapter, shall be known as a standard school. Every standard school, before it may be designated as such, shall have been maintained for eight school months during the previous year. It shall during the previous school year:

1. Have a suitable schoolhouse, grounds, and outbuildings in proper condition and repair.

2. Be equipped with needful apparatus, text-books, supplies, and an adequate system of heating and ventilation.

3. Have done efficient work.

4. Have complied with such requirements as shall be specified by the superintendent of public instruction. (38 G. A., ch. 364, § 1; 40 G. A., ch. 244, § 1.)

4330. Minimum Requirements. The superintendent of public instruction shall prescribe for standard schools the minimum requirements of teaching, general equipment, heating, ventilation, lighting, seating, water supply, library, care of grounds, fire protection, and such other requirements as he may deem necessary. (38 G. A., ch. 364, § 2; 40 G. A., ch. 244, § 2.)

Note: Experience in teaching not to be disregarded. See § 4337.

4331. County Superintendent—Reports. On or before June thirtieth of each year, and at such other times as the superintendent of public instruction may direct, the county superintendent of schools shall make reports and furnish such other data in regard to said schools as the department of public instruction may desire on blanks to be furnished by the superintendent of public instruction. (38 G. A., ch. 364, § 3.)

4332. State Aid. State aid shall be given to rural districts maintaining one or more standard schools to the amount of six dollars for each pupil who has attended said schools in said district at least six months of the previous year. (38 G. A., ch. 364, § 4.)

4333. Minimum Standard. No school shall be deemed a standard school unless the teacher is the holder of a first-class county certificate or its equivalent, has contracted for the entire school year, and unless such school shall have maintained an average daily attendance of at least ten pupils, during the previous school year. (38 G. A., ch. 364, § 5; 40 G. A., ch. 244, § 3.)

Note: Experience in teaching not to be disregarded. See § 4337.

4334. Door Plate. Each standard school shall be furnished by the superintendent of public instruction with a suitable door plate or mark of identification, and the expense of the same shall be paid from the fund created for the promotion of standard schools. (38 G. A., ch. 364, § 6.)

4335. State Aid—How Obtained and Expended. Upon receiving from the county superintendent a satisfactory report showing that a rural school has fulfilled the requirements of a standard school, the superintendent of public instruction shall issue a requisition upon the auditor of state for the amount due this rural school district entitled to state aid for the school year just past; whereupon the auditor of state shall draw a warrant on the treasurer of state payable to the secretary of the school corporation entitled thereto and forward to the secretary of said school corporation, who shall cause the same to be deposited with the other funds of the district. The money shall be expended in the district or districts maintaining standard schools in amounts proportionate to the number of pupils upon which state aid was granted. The secretary shall issue a warrant in favor of the teacher to the amount of one-half the subsidy due each such school, and the school board shall, with the assistance of the county superintendent, expend the remainder in improvements and necessary apparatus. If more than one teacher is employed in a school the amount shall be apportioned between them according to the time of their employment. (38 G. A., ch. 364, § 7.)

OFFICIAL RATING CARD FOR IOWA STANDARD SCHOOLS

Issued by the State Superintendent of Public Instruction.

- I. Grounds and outbuildings.
- II. The Schoolhouse.
- III. Equipment and Care of the Schoolhouse.
- IV. Library and Supplementary Readers.
- V. The Teacher and the School.
- VI. Community Activities.

To become standardized, a rural school must have a rating of 80 per cent on this score card for the first year, 85 per cent the second year, and 90 per cent for every year thereafter.

I. GROUNDS AND OUTBUILDINGS

- | | |
|---|----|
| 1. Two inside, separate, sanitary toilets, or two ordinary outside toilets provided with screens around the entrance which meet approval regulations. Required by Section 4247, Code of Iowa, 1924..... | 2 |
| 2. Fenced playground of at least one acre. Authorized by Sections 4360, 4367 and 4368, Code of Iowa, 1924 | 1 |
| 3. Supervised play and playground equipment..... | 2 |
| 4. School garden and twelve trees. Trees required by Section 4248, Code of Iowa, 1924..... | 1 |
| 5. School grounds improved <i>this year</i> by planting trees, shrubs and vines | 2 |
| 6. School grounds well cared for..... | 2 |
| 7. Fuel house in good condition and well supplied with fuel and kindling | 1 |
| 8. Good flag and flagstaff with flag displayed when weather permits. Required by Section 4253, Code of Iowa, 1924 | 1 |
| | 12 |

II. THE SCHOOLHOUSE

- | | |
|--|---|
| 1. Good foundation, required | 1 |
| 2. Siding and roof in good condition, required..... | 1 |
| 3. Well painted exterior. Good windows with no broken lights. Windows provided with locks, required | 3 |
| 4. Vestibule and separate cloak closets..... | 3 |
| 5. Good doors provided with lock and key, required.. | 2 |
| 6. Interior walls in good condition, and painted or calcimined a light shade; cream, buff, tan or light gray | 2 |

7.	Windows on the left, or on the left and rear of pupils	3
8.	Windows supplied with good translucent shades and sash curtains, required	1
9.	Heated and ventilated by satisfactory system. Basement furnace, room furnace, or jacketed stove. Jacketed stove to be replaced within two years of first approval, required	3
10.	Interior clean and tidy. Floors in good condition.	2
11.	Twenty square feet of floor space and two hundred twenty cubic feet of air space for each pupil.....	2
12.	Window space equal to from one-sixth to one-fifth of the floor space	2
13.	Twenty linear feet of slate blackboard, with chalk trays, good erasers and good quality of crayon....	2
		—
		27

III. EQUIPMENT AND CARE OF THE SCHOOLROOM

1.	Single seats. Three sizes or adjustable desks recommended	2
2.	Good desk for teacher and two good chairs, required	1
3.	Ample equipment for primary work	2
4.	Interior of room tastefully decorated	1
5.	Three good pictures, framed, required.....	2
6.	Suitable dictionaries	1
7.	School charts	1
8.	Complete, up-to-date set of eight maps—Asia, Africa, Europe, United States, North America, South America, World Continent, and Iowa	2
9.	Globe, ten or more inches in diameter, required....	2
10.	Waste basket, mirror, soap, basin, towels.....	2
11.	Good talking machine with ten good records, recommended	2
12.	Good water supply—well, sanitary bubbler, or covered cooler with spigot, required	2
		—
		20

IV. LIBRARY AND SUPPLEMENTARY READERS

1.	Good bookcase. Used for books only.....	1
2.	List of at least 100 books chosen from the State List of Books for High School and Elementary Schools. Books to be recorded and kept in good condition..	2
3.	Good set of reference books of recent date.....	2
4.	Two sets of supplementary readers for all grades from one to seven, inclusive, recommended.....	2
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		7

V. THE TEACHER AND THE SCHOOL

1. Teacher to be ranked by the county superintendent as an excellent or superior teacher and should attend the professional meetings of the county.....	6
2. The teacher must hold a first-grade uniform county certificate or its equivalent. Required by Section 4333, Code of Iowa, 1924	1
3. Teachers contract must be for the entire year. Required by Section 4333, Code of Iowa, 1924.....	1
4. Homes of all the pupils visited by the teacher.....	2
5. School visited by local director or directors.....	1
6. Special programs prepared for special days.....	2
7. An average attendance of 85% or better.....	1
8. Course in Citizenship given, including current events. Required by Section 4355, Code of Iowa, 1924	1
9. Manual of State Course of Study for Iowa in each school and course followed, required	3
10. Daily program posted in the school room and followed	1
11. Manual for Physical Education for Iowa Schools followed	2
12. Excellent condition of health maintained among pupils by observance of good health rules through Modern Health Crusade	3
	—
	24

VI. COMMUNITY ACTIVITIES

1. Represented by exhibits at district, county, school or state fairs.....	2
2. Compete in spelling, arithmetic, dramatic or other contests	2
3. Conduct a school literary or community center society	2
4. Be a community center for from two to four meetings of community interest during the school year.	4
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	10
	=100

DETAILED SPECIFICATIONS FOR RATING SCHOOLS

The following specifications are intended as a guide to county superintendents, school officials, and teachers in determining whether a school is ready for standardization. They will also be found useful in the selection and purchase of materials and supplies, and in otherwise improving school properties. In case there is a doubt, write to the Superintendent of Public Instruction, stating the case in full.

1. GROUNDS AND OUTBUILDINGS.

1. TOILETS.

Need for Improvements. Every progressive community, school officer and teacher recognizes the evils attendant upon the use of the foul, unsanitary, detached toilets. In their construction, no provision has been made for ventilation; they are neglected through the summer months and are seldom cleaned and repaired before school opens in the fall; the walls are ordinarily disfigured by obscene carvings and writings. Many eminent authorities are agreed that the use of the outside school closets is the chief cause of immorality in rural life. Therefore, this department recommends that rural districts provide some approved form of sanitary toilets for their schools. However, if outside toilets are retained, the following details must be complied with:

1. There must be two well-built outhouses, widely separated, and at the rear of the schoolhouse.
2. They must be properly lighted and ventilated.
3. They must be kept clean and sanitary.
4. They shall be provided with locks and keys so they may be locked when school is not in session.
5. There must be good, dry approaches from the schoolhouse to them. The approach may be made of concrete, gravel, cinders or boards.
6. A latticed screen, about seven feet high, must be provided for each toilet. These screens must be so placed as to hide the entrance and to prevent snow from drifting in during the winter months.

Section 4247, Code of Iowa, 1924, makes it mandatory that school boards make proper provisions for wholesome, sanitary toilets kept in good repair.

If sanitary indoor toilets are installed they should be placed on opposite sides of the schoolhouse and should be entered directly from the schoolroom through the cloak closets. When choosing a plant, care should be taken to insure a good wastage tank and ventilating system.

2. PLAYGROUND

Fenced Playground of at Least One Acre. This is authorized by law. Section 4377, also Section 4360, School Laws of Iowa. It is requested that this provision be observed and ample grounds furnished. If the grounds are unattractive have children plant trees and shrubbery. The more you can relate play and care of the grounds the better. If necessary call on the parents to help also.

Size. Section 4360, Code of Iowa, 1924, states that the grounds, one acre being the minimum amount allowed, shall be ample for accommodating pupils in their play and games and also to allow space for trees and shrubs. This playground should be of such a nature that children of different age groups could have a plot assigned as their playground.

Fence. It is provided by Sections 4377 and 4378, of the Code of Iowa, 1924 that the school ground shall be separated from adjoining lands by a fence, other than barbed wire.

3. SUPERVISED PLAY.

Provision Shall be Made for Supervised Play. The teacher shall supervise the playgrounds at recess and at the noon hour. Supervised play is an important factor in training for citizenship. When boys and girls learn to have the best of good times together on the school grounds many of the problems of discipline disappear and the community becomes a harmonious neighborhood co-operating for their own best development. Play that teaches teamwork and fairness is the rightful heritage of every boy and girl and should be provided by every school. The recess periods should be devoted by the children to playing simple, wholesome games under the direction of the teacher.

The teacher must be more of a statesman than a policeman. He must keep order by organizing an efficient democracy. He must teach fairness; he must inspire the older children with a desire to protect the smaller ones; he must organize the players so that they themselves attend to the details of the play and assume much of the responsibility of the playground management. The teacher must not only know the games and how to play them, but he must also know human nature. The leader must remember that children inherit the play instinct but must be taught the game. The games must be vital. The test of efficiency of the playground is the games the children play outside of it. The successful leader will influence the entire play life of the children under his or her care. The need for recreation must be recognized as something as definite as the need for work. Special time must be given to it. It must have a place upon the program of each family as well as each community.

Games. Games are best when—

1. They bring into action the muscles of the entire body.
2. They make team work necessary.
3. They demand close attention.
4. They bring about the participation of all the children.
5. They are safe for the health of the children.

Baseball, basketball, volley-ball and tennis are suggested for the older pupils as good games for the development of team work. The other playground equipment such as the sand box, coaster slide, teeter board, swings, etc., may be used for games and free recreation for the young children.

Equipment. Every standardized school playground should be provided with at least four pieces of play equipment from the following list. All equipment must be kept in good condition.

1. Sand bin, about 9 by 10 feet, placed in some shady corner of the school grounds.
2. A low, strong swing.
3. A giant stride.
4. A coaster slide.
5. A modern teeter board.
6. Baseball grounds and equipment.
7. Horizontal bars.
8. Croquet set and ground.
9. A basket ball, volley-ball or indoor baseball.

Splendid suggestions for games and equipment will be found in the chapter on "Playground Supervision" in the Physical Education Bulletin, issued by the Department of Public Instruction.

4. GARDEN AND TREES.

School Garden. A school garden is not recommended under such circumstances as often prevail in a rural school. When the school is so located that the garden will necessarily grow up to weeds and become unsightly because of neglect during the months of vacation, it seems unwise to make the garden. However, if it can have the proper care, the time can be made very profitable as well as enjoyable.

Number of Trees. It is statutory that every standard school shall have twelve trees in thrifty condition. See Section 4248, the Code of Iowa, 1924.

Landscaping. Along with the standardization of the rural school has come a study of the school ground from the standpoint of beauty. Ugly and unsightly corners may become beautiful if shrubs or trees are set out. Aside from enhancing the beauty of the grounds, perhaps nothing outside of the playground apparatus, gives the pupils more real pleasure than a growth of fine trees on the playground. The trees and shrubbery on the school ground should have just as careful attention as that about a home.

It is suggested that an effort be made each year on the part of the teacher, children and school patrons to beautify the school grounds by the planting of native shrubs, vines and trees. The native wild crab apple tree lends beauty to any school grounds.

5. THE SCHOOL GROUNDS.

Suitability for Play. The school grounds should be adequately arranged for directed play and physical exercise. They should be well graded, sufficiently level to provide proper drainage, and seeded down with lawn grass.

Care. Special care should be taken that the school may present an attractive appearance at all times. An earnest endeavor should be made to keep the site beautiful, to furnish an environment that will aid in developing the taste and character of the child. Our public schools are the bulwarks of our government. Let us show our love for our government by our interest and care for our schools.

6. THE FUEL HOUSE.

Location. The fuel house should be conveniently located as it is an unnecessary hardship for teachers to carry fuel from a distant part of the yard. Experience has shown that a fuel room connected with the school building is both safe and convenient. A building with a basement furnace will naturally provide a fuel room in the basement.

Requirements for Outside Fuel House. It must be kept in good repair. It should be painted, should have a good foundation and a cement floor. A lock and key should be provided for the door.

Fuel Supply. The fuel house should be well supplied with fuel including kindling.

7. THE FLAG AND FLAG-STAFF.

Good Flag and Staff. A flag-staff, twenty to thirty feet high, either on the building or grounds, preferably on the grounds, and a suitable flag not less than 3 by 4 feet shall be provided. The staff and appliances for raising and lowering the flag should be kept in good repair. A flag, smaller in size, might be provided for the school room.

Colors Floating. By Section 4253, Code of Iowa, 1924, it becomes mandatory for every school to provide a suitable flag and flag-staff, and that the teacher keep the colors floating each day that the weather permits.

Salute. Prepare suitable flag raising services for the flag raising each morning. It is urged that the flag salute be taught all pupils and that it be given by the entire school as the flag is raised to the top of the staff each morning.

II. THE SCHOOLHOUSE.

1. **Good Foundations.** The foundations and all walls of the school building must be in first-class condition.

2. **Siding and Roof.** The siding and roof of the school building must be in good repair.

3. **Painted Exterior.** The exterior of all school buildings must be well and harmoniously painted.

4. **Good Windows.** All windows shall be fitted in the casings and shall be in good condition with no broken lights. Each window shall be provided with good locks to guard against the building's being broken into or property destroyed.

5. **Vestibule and Separate Cloak Room.** No rural school is well equipped which does not provide separate cloakrooms for the girls and boys. Scarcely a day passes that the need of privacy in such room for dressing purposes is not felt. It is impossible to inculcate in the minds of children habits of good housekeeping when the cloaks, hats, overshoes and dinner pails clutter the room, or are left in the vestibule.

When new schoolhouses are built, two separate, well-lighted cloakrooms should be provided. In old buildings it would be an easy matter to add such cloakrooms.

6. **Good Door.** Every schoolhouse should be provided with good locks and keys. There is little incentive to try to keep a school up to standard if the building is left open, as much damage is sure to result to the property from those who can and do enter after school hours. The law fixes a penalty against breaking into public buildings, but does not provide against entering if the buildings are left open.

7. **Interior Walls in Good Condition.** The interior ceiling and walls should be in first-class condition and should be tinted some light shade which will be restful to the eyes and will afford the best light for the children. Avoid tinting all surfaces, ceiling and side walls the same shade. Dark colors absorb the light and make a dark room, so should be avoided. A good color scheme is: stone gray for the wainscoting, silver for the walls up to the border line, and a cream color for the ceiling; or chocolate wainscoting, light tan or buff for side walls and cream color for the ceiling. Calcimine or alabastine can be used very successfully. Any finish containing varnish will produce a glare when the sunlight strikes it, therefore, if paint is used for the walls it should be the flat variety only.

8. **Lighting the Schoolroom—Windows on the Left, or on the Left and in the Rear.** For the purpose of correct lighting the windows should be placed on the left, or on the left and in the rear of the room.

Modern educational methods impose upon the eyes of school children requirements that create a need for the best working conditions. One of the most important of these is correct lighting.

Incorrect lighting causes eye strain, which often results in functional disorders, nearsightedness or other eye defects.

Two of the chief causes of eye strain are insufficient illumination and glare.

Glare may be avoided by the proper diffusion of light, the elimination of glossy surfaces that reflect light, and the prevention of sharp contrasts, such as a brilliant light against a dark background.

The type of artificial lighting best suited to any particular schoolroom must be determined by the conditions to be met. Adequate intensity of illumination and the shielding of all naked light sources are essential factors in obtaining desirable results.

If good lighting values are to be maintained, windows, transoms, walls, ceilings, globes, and reflectors must be kept clean.

Seats and desks should be so arranged that the working natural light comes from above, over the left shoulder. Neither pupils nor teachers should face windows.

A teacher should never stand at the side of the room with her back to the windows when this position might require the pupils to face in her direction.

The best light comes from the top of the window. Shades should be so adjusted that the pupils, especially those on the side of the room farthest from the window, may receive the benefit of this light. An equipment of two shades with both rollers at or near the center of the window, so that one shade may be pulled up and the other down, will facilitate arrangements for obtaining good light and ventilation.

9. Curtains. Translucent buff-colored canvass shades will transmit a considerable percentage of light and at the same time diffuse it.

Sash Curtains. Well laundered sash curtains at all windows give a neat, attractive and homey appearance to the room. The color should harmonize with other parts of the room and serve to soften rather than to exclude the light.

Colors that will be found most satisfactory in obtaining good lighting conditions for classrooms are: light buff, light warm gray, dark cream, and grayish green for walls; white or light cream for ceilings.

If eye strain is to be avoided, careful consideration must be given to the position of blackboards. These should not be placed between windows because of too sharp contrasts nor should they be placed where reflections will cause glare. Experience has shown that good black slate is the best blackboard material.

Avoidance of Eye Strain. No new building should be erected without observing the above regulation. No old building should be used if it is impossible to correct the old method of lighting—namely the plan for light either directly in front of the pupils or where it comes from both sides. Light from the front, or cross lights produce eye strain. The lighting of the school room is a matter of relatively more importance than people generally realize. The amount of reading and writing done in school is far too great to allow of any but the best possible type of light. Eye strain caused from poor systems of lighting is the cause of many forms of nervous trouble among children.

Any indications of eye trouble call for immediate attention. Every effort should be made to find and eliminate the cause.

10. Heat and Ventilation—Capacity of Heating Plant. All heating plants must be of sufficient capacity to secure uniform heat throughout the room at a temperature of 70 degrees Fahrenheit, at desk level, when the temperature is not lower than 20 degrees below zero.

A good, tested thermometer, suspended from the ceiling to within three feet of the floor, will register the temperature fairly well. Read and record the readings at stated times during the day. These will serve as guides in the regulation of the heating plant.

Systems for Heating. A careful note should be made of the approved systems of heating under the following heads:

1. Basement Furnace
2. Room Furnace
3. Jacketed Stove

Basement Furnace. Basements and basement furnaces are recommended in all cases of new construction. Any school board which considers it impracticable to provide a basement and basement furnace for a new school building should correspond with the Superintendent of Public Instruction before starting the construction of the building. Please state all reasons for not complying with the recommendation.

With a basement furnace, provision should be made for bringing in pure air from outside to the base of the furnace, and there must

be a chimney or stack with a register near the floor line to remove foul air from the room. The combined area of the flue or flues for conveying the heated air from the furnace should have a cross section area equal to one two-hundredths of the entire floor area of the room to be heated.

Separate flues are recommended, but if they are not used, the smoke flue should be located in the center of the vent flue and should have a diameter of from 10 to 20 inches. The smoke flue should be made of cast-iron pipe, or a good quality of clay soil pipe. The vent flue must have a net area, exclusively of the center smoke flue, equal to one two-hundred-fiftieths of the combined floor area of the rooms to be heated.

There should be one square foot of grate area for every twenty-five cubic feet of air in the school-room and cloak rooms. For each square foot of grate area there should be thirty square feet of radiating surface in the furnace.

Room Furnace. If the school is not equipped with a basement furnace, a ventilating room heater which is provided with a fresh air intake and a foul air outlet may be installed. The furnace and the foul air vent should be on the same side or end of the room. The chimney should also be on the same side as best results are obtained where there is no more than five or seven feet of stove-pipe in a horizontal position. Also, to insure good results with the ventilating floor furnace, the chimney should be of ample size. A flue less than 8 inches in any dimension is too small. The success of the ventilating floor furnace depends upon its proper installation and proper operation. Several excellent room furnaces are on the market and may be installed by local dealers.

Jacketed Stove. If a heating stove is used, it must be provided with a shield or jacket of sheet-iron. This shield must stand at least eight inches from the floor. The old heating stove with the sheet-iron jacket is but a makeshift at best, and all schools now using them should plan to have them replaced with an approved heating system which has adequate provision for bringing in fresh air and removing foul air from the room.

Since it is so important to the health of the children that the school be well heated and ventilated, therefore **A SCHOOL CANNOT REMAIN ON THE STANDARDIZED LIST AND RECEIVE STATE AID UNLESS A CHANGE HAS BEEN MADE FROM A JACKETED STOVE TO A ROOM OR BASEMENT FURNACE WITHIN TWO YEARS FROM THE DATE OF THE FIRST APPROVAL.**

Ventilating System. The ventilating system is naturally a part of the heating system, as that provides the fresh air intake and foul air outlet. When the furnace is not in operation, the air must be renewed by means of the open window and door.

11. **Interior of the Schoolroom Should Be Clean and Tidy.** The following regulations should be observed because it is impossible to accomplish good school work and establish correct habits in an ill-kept schoolroom:

- a. The floors and walls should be clean.
- b. The pupils' desks should be neat and clean.
- c. The vestibules and cloakrooms should be neat and orderly.
- d. The windows should be clean and shades properly adjusted.
- e. The drinking fountain and wash basin should be clean.
- f. The blackboards should be well cleaned each day and the work put on them neatly.
- g. All maps, charts or other supplemental helps should be readily at hand for class use when needed.
- h. Seat work should be provided for first and second grades as required by the Iowa State Course of Study.

- i. The teacher's desk should be in order, and all material essential for her work easily accessible.

12. **Twenty Square Feet of Floor Space.** To guard against crowded conditions and to insure a sufficient amount of air per pupil it is required that each standard school shall provide twenty square feet of floor space and two hundred twenty cubic feet of air space per pupil.

13. **The Window Surface Shall Be One-sixth to One-fifth as Great as the Floor Space.** That a sufficient amount of light may be admitted for the pupils it is recommended that the combined surface of the windows shall be equal to from one-sixth to one-fifth of the floor space.

14. **Twenty Linear Feet of Slate Blackboard.** That ample provision may be made for pupils to discuss and demonstrate their work, it is recommended that at least twenty linear feet of slate blackboard be provided for all standard rural schools. This board should be at the front and right of the pupils. The front board should be from twenty-eight to thirty-two inches from the floor, while that at the side should be from twenty-four to twenty-eight inches from the floor, so that the little people may be able to reach it readily to place their work upon it.

15. **Good Floors.** The floors should be in good condition and free from splinters and cracks and kept clean. Every rural schoolhouse should be well cleaned at least three times each year.

III. EQUIPMENT AND CARE OF THE SCHOOLROOM

1. **Single Seats.** Every standard school should be furnished with single seats and desks to match. It is recommended that at least three sizes be provided. In placing pupils care should be taken to give each a seat that is suited to his size.

It is much easier to establish correct habits of study and general conduct where school rooms are furnished with single seats. From the standpoint of health it is also desirable, as all contagious and many infectious diseases are much more readily transmitted from one child to another where they occupy the same seat.

2. **The Teacher's Desk and Chairs.** A good desk containing compartments where records may be kept and which is provided with a lock and key should be furnished for the teacher. There should also be a teacher's chair and one other good chair as part of the required furnishings of the schoolroom.

3. **Ample Equipment for Primary Work.** Proper drill cards and seat work shall be furnished for primary children, such as:

- a. Phonic cards giving all phonograms used in first, second and third grades.
- b. Word cards giving the words which are used in their readers.
- c. Number cards which can be used to teach the fundamental principles.
- d. Language cards for story telling and correct English.
- e. Scissors and paste.

4. **Interior of the Room Tastefully Decorated.** Everything about the schoolroom should be neat, clean and tidy. The curtains and shades should be adjusted so as to admit sufficient light and also to bar the direct rays of sunlight from falling in the face or on the desk of any pupil. The pictures should not be hung too high. Burlap or other suitable material should be placed in position on one side of the schoolroom to provide a suitable place to display the school work of the pupils. Nothing should be displayed that is not representative of the child's best efforts.

The quiet, subtle influence permeating the atmosphere of a well-organized, orderly school is a tremendous factor in character building, therefore, the teacher should attend to every little detail that will create a refining, wholesome environment for her pupils. The public

school is the training camp for our American citizens. Let us have no slacker in charge of any camp.

5. **Three Good Pictures.** Every well-appointed schoolroom should have at least three good pictures, suitably framed, upon the walls. Every child should become acquainted with the world's famous artists and know some of their productions before they finish the rural school course. The history and meaning of each picture should be taught to the pupils.

A suggestive list of these artists and some of their paintings are given. Any picture gotten for the schoolroom should be at least seventeen by twelve inches clear of the frame. A good print in sepia or United States carbon is recommended. These pictures can be secured at a nominal price from any of the firms that furnish pictures for schools.

Following is a list of pictures. Any of these may be hung upon the schoolroom wall or use for the study of art.

Environment has an important influence upon the taste. Therefore, care should be taken not to overdecorate the room. Overdecoration causes confused and unrestful effects which should be avoided.

The Age of Innocence.....	Reynolds
The First Step.....	Millet
Hiawatha	Norris
Feeding Her Birds.....	Millet
Boy With Rabbit.....	Raeburn
Can't You Talk?.....	Holmes
Baby Stuart	Van Dyck
Madonna of the Chair.....	Raphael
Shoeing the Bay Mare.....	Landseer
A Helping Hand	Renouf
The Return to the Farm.....	Troyon
Saved	Landseer
The Gleaners	Millet
Aurora	Guido Reni
Spring	Corot
Dance of the Nymphs.....	Corot
Children of the Shell.....	Murillo
Pilgrims Going to Church.....	Boughton
Christ in Gethsemane.....	Hoffman
Embarkation of the Pilgrims.....	Boughton
The Horse Fair.....	Rosa Bonheur
The Village Blacksmith.....	Taylor
Distinguished Member of the Humane Society.....	Landseer
The Last Supper.....	Leonardo da Vinci
In the Country.....	Lerolle
Portrait Statue of Abraham Lincoln.....	St. Gaudens
The Lake	Corot
Avenue of Trees.....	Hobbema
The Holland Flower Girl.....	George Hitchcock
Autumn	Mauve
George Washington	Stuart

Pictures of distinguished people, of famous historical or geographical places are also recommended.

"A room hung with pictures is
A room hung with thoughts."
—Sir Joshua Reynolds.

Framed pictures should be supported by two wires, fastened to the right and left sides, and to the molding directly above each fastening. Plan the spacing to allow also for those pictures which are to be hung temporarily as the need arises in the history, geography or reading lesson.

Make a display also for showing small pictures, drawings made by pupils, cartoons which apply to the daily work, cuts from magazines, construction work of pupils and any other material that will come in connection with the regular work. The space may be made by placing on the wall a piece of composition exhibition board, or other material which will allow of the use of thumb tacks to hold the display in place.

Each teacher should study his room to determine how it may be made most attractive. Often, a mere change in location of part of the furnishings will add to the interest.

6 and 7. **Suitable Dictionaries and Physiology Charts.** One copy of Webster's international, or its equivalent, and two smaller dictionaries should be provided for each school. One good, modern physiology chart for class use is recommended.

8. **Complete Up-to-date Set of Maps.** Every school should have a complete set of maps as follows: a map of Asia, of Africa, Europe, the World Continent, South America, North America, the United States, Iowa, and your county. All maps should be recent editions.

Map Case. The map case should be hung in a place ready for class use. The front of the room over the blackboard is very often a very good place for it, but it should be hung low enough to use without standing on a chair. Keep it locked when school is not in session. Keep it open and ready for instant use during school hours. If a map is drawn down and left for a time, the pupils will unconsciously acquire much knowledge without any especial reference being made to it.

9. **Globe.** Each school should have a good globe at least ten inches in diameter. If one of the suspended type is obtained, and it is properly hung, it invites use by being ready for use. Draw it down, and use it. A globe on a standard is very serviceable, and less expensive.

10. **Other Equipment.** A waste basket, mirror, soap, cotton, adhesive tape and a disinfectant should be a part of the regular school supplies. The teaching of hygiene can be done much more effectively, when the school has all these facilities. Care should be taken to keep them in an orderly, sanitary condition.

Suggested—A well ordered school will enjoy the use of the following: thermometer, pencil sharpener, foot scraper, yard stick, clock, tape for repairing books, book rack for teacher's desk, dust cloths, mop and floor brooms.

11. **Mechanical Musical Instrument and Records.** The mechanical musical instrument is of great educational value. Ten well chosen records make a good beginning. It also adds to the pleasure of drills in writing, to games and to the learning of rote songs. A mechanical musical instrument will be a valuable help to a teacher who might otherwise have difficulty in teaching music satisfactorily.

12. **Good Water Supply.** A good water supply is absolutely essential for every school. It is best to have a deep well of good water on the school grounds, but if this is not provided every school should have a covered cooler equipped with a spigot or sanitary bubbler. If the bubbler is not provided each child should have his own drinking cup.

IV. LIBRARY AND REFERENCE BOOKS

There can be no subject of more importance to the welfare of the state than the character of the reading which is placed before the children and youth.

It is well said that books are the open doors through which the humblest enter the inheritance provided for us by imperial intellects of the world. So that as an old writer says: "Without books, God is silent—justice dormant—natural science at a stand—philosophy lame—letters dumb and all things involved in darkness."

Let me quote:

"We have fallen upon an age of knowledge. Men are unearthing trophies of old nations and striving to read the records of the ages before the flood. The explorer is visiting the uttermost corners of the earth. Every decade sees new avenues of trade opened with opulent cities.

"The school boy or girl of today, who becomes acquainted with the World's great channels of commerce, knows the geography of vast continents, which, on the atlas that his father studied, were marked as 'unknown regions.'

"The last half century has been especially prolific in great names and history can no longer be taught apart from biography. The nations of the earth in making history, change not only boundaries of empires, but the habits and customs of whole peoples.

"It is impossible to do without books of practical knowledge and reference. With such books, the pupil feels the urge of learning and doing. He thinks, reasons, investigates and compares—draws his own conclusions and makes his own deductions. With books conveying practical knowledge of this world of ours, the child completes a circle of educational activity. Patience, work and time are now the only elements needed to make the child a scholar as well as a pupil.

"To impart useful knowledge and to inform the child of the sources of knowledge, are two ends to be kept in mind by school authorities. In both respects, the text book, alone, is insufficient. In order to bring text books within reach of the parents' means, most authors have reduced it to a mere compendium embracing only certain facts or general truths. Intelligent teaching is not content with this. Geography and biography must be studied in connection with history. Travels and lives of eminent explorers; the commercial value of a country, must all be connected with its geography.

"Economy can be practiced in many directions. Less showy and less expensive buildings will answer every purpose. But in those things which underlie the intellectual and moral salvation of the child, economy is a sin. We cannot escape the conclusion that the school library is as much a part of the necessary furniture of the school as the seats, the stove, the blackboard, the text books or any of the apparatus."

While I have much in mind that I would say in disclosing the paramount worth of a school library, I would not undertake to greatly amend the remarks of Mr. Sabin, who sponsored the above statement in his report almost twenty years ago. He was at that time State Superintendent of Public Instruction.

Mr. Sabin's recommendations of years ago have gathered unto themselves a hundredfold both in depth of vision and weight of influence in our present time.

Our school libraries should come first, if we hope to arouse the spirit of progress in our boys and girls and inspire them onward to greater effort and a more influential future.

In choosing a general reference set for the school, the school board should use great care. There are some sets of reference books for elementary schools that are so broad in scope of subject matter; so vivid in illustration and so simple and logical in composition that their use in the rural school is of inestimable value. There should be in every school one such set for general information.

1. **Bookcase—Ample Space.** Every standard school should be provided with a good bookcase large enough for the arrangement of all books according to grade. The case must close when not in use in order to keep the books free from dust. Arrange the books so they are accessible to all the children who need to use them.

2. **Selection of Books.** The library list published by the Department of Public Instruction should be used as a guide when making a selection of books.

3. **Record of Books.** All books should be catalogued. Each pupil should be familiar with the list of books for his own grade and with their location on the shelves. The teacher should keep an accurate record of all books loaned to go out of the schoolroom and check the record when the books are returned to the shelves.

The teacher should guide children in reading for character building, for stimulation of imagination, for creation of desire for good literature, for aesthetic culture and for pure pleasure.

4. **For Books Only.** A bookcase is for books and must not be converted into a "catch-all," nor be allowed to revert to a disused closet. Keep the shelves clean and in order. Make it look attractive. Repair any damaged books, destroy worn-out books, and buy needed books at every opportunity.

5. **Two Sets of Supplementary Readers for Each Grade, From One to Seven, Inclusive.** Two extra sets of supplementary readers beside the basic text should be furnished for pupils in the first seven grades. These readers must be up to date and in good condition, with a sufficient number provided so that each child in the class may have a book. Suggestive lists will be found in the "State List of Reference Books for High Schools and Elementary Schools."

V. THE TEACHER AND THE SCHOOL

1. The teacher must be ranked by the county superintendent as excellent or superior and must attend the professional meetings of the county.

In ranking a teacher the county superintendent should consider:

- A. The appearance of the schoolroom—
 - a. The floors, walls and windows should be clean and the pupils' desks clean and orderly.
 - b. The entries and cloakrooms should be clean and neat.
 - c. The drinking fountain, wash basin and towels should be clean.
 - d. The teacher's desk should be clean and orderly.
- B. The appearance of the teacher and the pupils—
 - a. The teacher should be neatly dressed and refined in conduct.
 - b. The pupils should be clean, neat and orderly in conduct.
 - c. The teacher and pupils should be working steadily.
- C. Preparation of the teacher and conduct of the school—
 - a. The teacher should have a plan book wherein he may make brief plans for each day's work. Place this on the desk for the superintendent's inspection.
 - b. All school work for the day should be prepared before opening school; references and all materials to be used as helps and should be ready; if written work is to be given it should be prepared and the questions or directions be placed on the blackboard before needed. Cover if desirable.
 - c. Recitation and study periods should alike be devoted to worthwhile matters.
 - d. Calling of classes and dismissals should be orderly and without waste of time.
 - e. All teaching should be effective.
 - f. Careful attention should be given to the seat work of the younger pupils.
 - g. There should be regular time devoted to helping pupils and a part of each recitation or study period should be used for explanation of the work.
 - h. The teacher's attitude should always be courteous and sympathetic toward the pupils.

D. **Organization and Management of the School—**

- a. The daily register should be kept neatly, complete and ready for inspection.
- b. All pupils should be doing regular grade work according to the Course of Study for Iowa.
- c. Time for opening and closing school should be exact, and daily program should be followed closely.
- d. Physical Exercises should be well ordered and beneficial.
- e. The written work of the pupils should be corrected promptly and returned to them so marked that the corrections will be beneficial.
- f. The teacher should discern between important and unimportant matters of discipline.
- g. All suggestions of the county superintendent for improvement in the school work should be fully and cheerfully carried out.
- h. The teacher should strive to be progressive, resourceful, and an inspiration to his pupils.
- i. Wide-awake, alert pupils bear testimony to the interest aroused by the teacher.

2. **Certification of Teacher.**

First Grade Uniform County Certificate—

Section 4333, Code of Iowa, 1924, reads:

"No school shall be deemed a standard school unless the teacher is the holder of a first-class certificate or its equivalent."

Equivalent Certificate—A teacher holding a normal training certificate issued upon graduation from a normal training high school course, should have a year of experience before going into a standard school. Any holder of a five year state certificate issued upon completion of two years of college work above high school graduation or upon examination is also eligible to teach in a standard school.

Teacher's Contract.—For Entire School Year. It is provided by Section 4333, Code of Iowa, 1924, that a teacher in a standard school shall sign a contract to teach the school for the entire year.

3. **Retain Successful Teacher for a Period of Years.** It is highly desirable that teachers who have made and are making successful records be retained for as long a time as possible, or as long as the work is satisfactory. They learn the needs of the school and community and can work out many local problems that a stranger could not.

4. **Homes of All Pupils Visited by the Teacher.** A good teacher gains the confidence and co-operation of her patrons if she takes the trouble to really become acquainted with them. The best way to gain this acquaintance is to visit each home. The pupil is often more easily understood after meeting him in his home, and the parents will be more willing to help in case of any difficulty.

5. **Visit of Directors.** The directors are chosen officers to look after school matters in each district. It is their duty to acquaint themselves first-hand with the school, and this can be done by visiting the school at least once each term while the school is in regular session. The directors should seek to co-operate with the teacher to build up the best school that is possible in their district. It is the patriotic duty of each patron and each school officer to visit the school and help in a constructive way.

6. **Special Programs Prepared for Special Days.** A part of every child's education should consist of a growing love and veneration for our national holidays. It is fitting that every school prepare and give two or three special programs, each year, celebrating some of our

holidays. Strive to develop in the mind of each pupil a patriotic love of country and make the program educationally patriotic as well as enjoyable.

7. **Attendance—Number Required for Standard School.** Section 4333, Code of Iowa, 1924, states that no school shall be deemed a standard school unless an average daily attendance of at least ten pupils shall have been maintained.

An Eighty-five Per Cent Average Attendance. In order to hold the interest and efficiency of the school to a good standard, an average attendance of 85% or more is necessary.

8. **Citizenship and Current Events.**

Citizenship a Required Subject. Section 4255, Code of Iowa, 1924, reads: "All public and private schools located within the state of Iowa shall be required to teach the subject of American Citizenship." Current events should be correlated with this course.

9. **Posted Program.** Each school should have its daily program posted upon the wall in easy reach by the close of the first week of school. This should show both the recitation and the study schedule, and should be followed carefully. Make a workable program, then live up to it.

10. **State Course of Study.**

Course of Study—Every standard school shall be provided with a State Course of Study and said course should be followed. The school should be classified and the work for each grade should be covered as outlined in the manual; then promotions may be definite and regular.

VI. COMMUNITY ACTIVITIES

The rural school district affords the purest form of democratic government to be found in Iowa today. The school is the center of community life because it is an institution organized and operated for the boys and girls from every home in the community. The group of neighbors residing in a district determine the kind of school they can afford to support and it becomes their school. It is here that the children receive the inspiration and training which is to be their greatest asset in meeting life's problems. It is here that the people should work out their own problems of community development and get the larger vision of the possibilities of country life. When this vision comes rural life will become more attractive. Physical and social conditions will be on a higher plane and a higher type of citizen will be developed. There will be born a new school spirit which will reflect the life of the community and create a purer environment. Reared in this atmosphere the boys and girls will develop happy, useful lives.

When the social spirit of a community is awakened it is powerful enough to function such methods of expression as are best suited to its needs. It is the teacher's privilege to lead the community out into a spirit of co-operation.

The best way to awaken a community to its possibilities is through community meetings. First discover the need for such a gathering, then have the meeting. Work with the community through the school. All children delight in the evidence of having actually accomplished some constructive work; to show some finished product to the parents; to assist in giving a patriotic program or take part in some of the club work going on in the community will add a new interest to the school for the boy or girl and stimulate a new interest in the school.

1. **Boys' and Girls' Industrial Clubs.** These clubs may be along the line of live stock raising, agriculture, canning, baking, sewing, etc. The finished product may be exhibited at district, county, or state fairs.

2. **Other exhibits.** Any finished product which a child exhibits affords a certain pride and arouses an ambition to do better things.

3. **School Literary Societies, Spelling or Other Contests** arouses a healthy spirit of competition and sociability which is very desirable.

4. **Other Community Meetings.** That the field be broad and a chance given each community to find its own outlet for self-expression, we are suggesting community meetings.

- a. The teacher should provide opportunity for the club that discusses the serious side of agriculture and household arts, as well as for the boys' and girls' debating society, and the monthly social. Singing societies, neighborhood bands, the clubs that give simple plays and entertainments, lectures on interesting and important topics; these are well-established aids to community pleasure and advancement. Remember that no community-center enterprise will succeed unless it is something that your neighbors really desire and need. A successful community-center organization will generally make it possible for the educational extension forces of your state to co-operate with your community to the best advantage.
- b. Special-day festivals, perhaps with pageantry, upon which the whole neighborhood should unite for a good time that is worth while.
- c. Outdoor fun for old and young, such as picnics, camping, nature study, and water sport.
- d. Non-commercial clubs in agriculture and household arts that will bring young people together and encourage better farming and better living.
- e. Co-operation with outside clubs, such as Boy Scouts, the Camp-fire girls and the Audubon Society.
- f. Athletics, beginning with the local playground and extending to a county system, planned so as to encourage physical fitness and good times for all boys and girls rather than the success of a few after unlimited competition.

Education is truly the bulwark of liberty, if it is the right kind of education. That which is supervised and guided in the proper channel can be relied upon to uphold the traditions, the institutions and the government of this country. Trained in American ideals, understanding American thought and grasping the American attitude of justice the youth of our country will develop a patriotic spirit necessary for all good citizens. To do this we must have the services of live, patriotic teachers. If we do not have such teachers our young people grow up with wrong conceptions of our institutions, ideals and government and may easily become a public menace. The duty of the public school is to train and develop fair-minded, clean, wholesome, honest, democratic citizens for America. Before we can have a strong national life we must have strong individual lives.

"We have long deceived ourselves with words and phrases about free public, universal education. Up to the present time we have barely the beginnings, here and there, of such an effective educational program as these terms ought to imply. The educational task immediately before us is to make universally real the ideals which we have so long boasted."

Every teacher can assist in this great task by teaching the best school that he or she is capable of developing.

PHYSICAL EDUCATION

Requirements. By Chapter 68, Acts of the 40th General Assembly all public elementary schools of the state must teach physical education, including effective health supervision and health instruction, and all pupils must take the prescribed course. This program of physical education should occupy periods each week totaling not less than fifty minutes, exclusive of recesses, throughout each and every school term. The State Department of Public Instruction has prepared a manual of Physical Education for teachers to use as a guide.

PHYSICAL EDUCATION AND THE MODERN HEALTH CRUSADE

The physical education law which went into effect this year requires practical health work in every public school in the state.

One of the most successful and practical methods of teaching health habits to children is the Modern Health Crusade.

The material required to do this work is a score card which contains a list of eleven health rules known as "chores" with spaces for each day in the week. The child checks in these square spaces if he observes the rule.

There are four graded forms but for rural schools the standard form known as form B is generally used. The daily health acts which are called "chores" as listed on the form B score card are as follows:

1. I washed my hands before each meal. I cleaned my fingernails today.
2. I brushed my teeth after breakfast and the evening meal.
3. I carried a handkerchief and used it to protect others if I coughed or sneezed.
4. I tried to avoid accidents to others and myself. I looked both ways when crossing the street (road).
5. I drank four glasses of water but no tea, coffee, nor any harmful drink.
6. I had three wholesome meals including a nourishing breakfast. I drank milk.
7. I ate some cereal or bread, green (watery) vegetable and fruit, but ate no candy nor "sweets" unless at the end of a meal.
8. I went to the toilet at my regular time.
9. I tried to sit and to stand straight.
10. I was in bed eleven hours last night, windows open.
11. I had a complete bath and rubbed myself dry on each day of the week. Checked (x).

The score card contains space for the recording of chores for a period of 24 weeks.

In order to furnish an incentive to the child and to make health a fascinating game a plan of awarding chivalric titles has been devised. A child who has done the work for one school year is awarded the title of "Squire;" for his second school year's work he earns the title of "Knight;" for the third, "Knight Banneret;" and for the fourth "Knight Banneret Constant."

Some teachers award a prize or badge in the form of an inexpensive but decorative small button when each title is earned.

Many teachers find it a good way of stimulating the work to have a wall chart, known as the Roll of Health Knighthood. This contains space for 40 pupils' names and spaces for a weekly record. It also contains height and weight tables. This weekly record of the standing of the children can be made a matter of competition if desired. Some teachers use colored stars or stickers on the Roll of Health Knighthood to indicate certain progress from week to week or month to month.

The physical education bulletin of the State of Iowa for 1924 contains a full description of the Crusade. It also explains how this work may be correlated with the pupils' daily studies.

Supplies and full explanations can be obtained through your county superintendent or from the Iowa Tuberculosis Association, 518 Frankel Building, Des Moines, Iowa.

Three points' credit will be given by the State Department of Public Instruction in rating rural schools for standardization, to each school in which all the pupils are enrolled for the Crusade, or some other approved health course.

In God We Trust

*If I want to be a happy, useful citizen
I must have:*

COURAGE AND HOPE

I must be brave

This means I must be brave enough and strong enough to control what I think, and what I say and what I do, and I must always be hopeful because hope is power for improvement.

WISDOM

I must act wisely

In school, at home, playing, working, reading or talking, I must learn how to choose the good, and how to avoid the bad.

INDUSTRY AND GOOD HABITS

I must make my character strong

My character is what I am, if not in the eyes of others, then in the eyes of my own conscience. Good thoughts in my mind will keep out bad thoughts. When I am busy doing good I shall have no time to do evil. I can build my character by training myself in good habits.

KNOWLEDGE AND USEFULNESS

I must make my mind strong

The better I know myself, my fellows and the world about me, the happier and more useful I shall be. I must always welcome useful knowledge in school, at home, everywhere.

TRUTH AND HONESTY

I must be truthful and honest

I must know what is true in order to do what is right. I must tell the truth without fear. I must be honest in all my dealings and in all my thoughts. Unless I am honest I cannot have self-respect.

HEALTHFULNESS AND CLEANLINESS

I must make my body strong

My eyes, my teeth, my heart, my whole body must be healthful so that my mind can work properly. I must keep physically and morally clean.

HELPFULNESS AND UNSELFISHNESS

I must use my strength to help others who need help

If I am strong I can help others, I can be kind, I can forgive those who hurt me and I can help and protect the weak, the suffering, the young and the old, and dumb animals.

CHARITY

I must love

I must love God, who created not only this earth but also all men of all races, nations and creed, who are my brothers. I must love my parents, my home, my neighbors, my country, and be loyal to all these.

HUMILITY AND REVERENCE

I must know that there are always more things to learn

What I may know is small compared to what can be known. I must respect all who have more wisdom than I, and have reverence for all that is good. And I must know how and whom to obey.

FAITH AND RESPONSIBILITY

I must do all these things because I am accountable to God and to humanity for how I live and how I can help my fellows, and for the extent to which my fellows may trust and depend upon me.

MORAL CODE for SCHOOL CHILDREN reprinted from COLLIER'S WEEKLY
Copies of this Moral Code were furnished by F. P. Collier Company for each rural school of the State and have been distributed to the County Superintendents by the Superintendent of Public Instruction, May E. Francis.

THE CHILDREN'S MORALITY CODE

For Elementary Schools
By William J. Hutchins

(Somewhat revised by others and verified)

Boys and girls who are good Americans try to become strong and useful, worthy of their nation, that our country may become ever greater and better. Therefore, they obey the laws of right living which the best Americans have always obeyed.

I

THE LAW OF SELF-CONTROL

Good Americans Control Themselves

Those who best control themselves can best serve their country.

1. I will control my tongue, and will not allow it to speak mean, vulgar or profane words. I will think before I speak. I will tell the truth and nothing but the truth.

2. I will control my temper, and will not get angry when people or things displease me. Even when indignant against wrong and contradicting falsehood, I will keep my self-control.

3. I will control my thoughts, and will not allow a foolish wish to spoil a wise purpose.

4. I will control my actions. I will be careful and thrifty, and insist on doing right.

5. I will not ridicule nor defile the character of another; I will keep my self-respect, and help others to keep theirs.

II

THE LAW OF GOOD HEALTH

Good Americans Try to Gain and Keep Good Health

The welfare of our country depends upon those who are physically fit for their daily work. Therefore:

1. I will try to take such food, sleep and exercise as will keep me always in good health.

2. I will keep my clothes, my body and my mind clean.

3. I will avoid those habits which would harm me, and will make and never break those habits which will help me.

4. I will protect the health of others, and guard their safety as well as my own.

5. I will grow strong and skillful.

III

THE LAW OF KINDNESS

Good Americans Are Kind

In America those who are different must live in the same communities. We are of many different sorts, but we are one great people. Every unkindness hurts the common life, every kindness helps. Therefore:

1. I will be kind in all my thoughts. I will bear no spites or grudges. I will never despise anybody.

2. I will be kind in all my speech. I will never gossip nor will I speak unkindly of anyone. Words may wound or heal.

3. I will be kind in my acts. I will not selfishly insist on having my own way. I will be polite: rude people are not good Americans. I will not make unnecessary trouble for those who work for me, nor forget to be grateful. I will be careful of other people's things. I will do my best to prevent cruelty, and will give help to those who are in need.

IV

THE LAW OF SPORTSMANSHIP

Good Americans Play Fair

Strong play increases and trains one's strength and courage. Sportsmanship helps one to be a gentleman, a lady. Therefore:

1. I will not cheat; I will keep the rules, but I will play the game hard, for the fun of the game, to win by strength and skill. If I should not play fair, the loser would lose the fun of the game, the winner would lose his self-respect, and the game itself would become a mean and often cruel business.

2. I will treat my opponents with courtesy, and trust them if they deserve it. I will be friendly.

3. If I play in a group game, I will play, not for my own glory, but for the success of my team.

4. I will be a good loser or a generous winner.

5. And in my work as well as in my play, I will be sportsmanlike—generous, fair, honorable.

V

THE LAW OF SELF-RELIANCE

Good Americans Are Self-Reliant

Self-conceit is silly, but self-reliance is necessary to boys and girls who would be strong and useful.

1. I will gladly listen to the advice of older and wiser people; I will reverence the wishes of those who love and care for me, and who know life and me better than I. I will develop independence and wisdom to choose for myself, act for myself, according to what seems right and fair and wise.

2. I will not be afraid of being laughed at when I am right. I will not be afraid of doing right when the crowd does wrong.

3. When in danger, trouble or pain, I will be brave. A coward does not make a good American.

VI

THE LAW OF DUTY

Good Americans Do Their Duty

The shirker and the willing idler live upon others, and burden fellow-citizens with work unfairly. They do not do their share, for their country's good.

I will try to find out what my duty is, what I ought to do as a good American, and my duty I will do, whether it is easy or hard. What it is my duty to do I can do.

VII

THE LAW OF RELIABILITY

Good Americans Are Reliable

Our country grows great and good as her citizens are able more fully to trust each other. Therefore:

1. I will be honest in every act, and very careful with money. I will not cheat nor pretend, nor sneak.

2. I will not do wrong in the hope of not being found out. I cannot hide the truth from myself. Nor will I injure the property of others.

3. I will not take without permission what does not belong to me. A thief is a menace to me and others.

4. I will do promptly what I have promised to do. If I have made a foolish promise, I will at once confess my mistake, and I will try to make good any harm which my mistake may have caused. I will so speak and act that people will find it easier to trust each other.

VIII

THE LAW OF TRUTH

Good Americans Are True

1. I will be slow to believe suspicions lest I do injustice; I will avoid hasty opinions lest I be mistaken as to facts.

2. I will stand by the truth regardless of my likes and dislikes, and scorn the temptation to lie for myself or friends: nor will I keep the truth from those who have a right to it.

3. I will hunt for proof, and be accurate as to what I see and hear. I will learn to think, that I may discover new truth.

IX

THE LAW OF GOOD WORKMANSHIP

Good Americans Try to do the Right Thing in the Right Way

The welfare of our country depends upon those who have learned to do in the right way the work that makes civilization possible. Therefore:

1. I will get the best possible education, and learn all that I can as a preparation for the time when I am grown up and at my life work. I will invent and make things better if I can.

2. I will take real interest in work, and will not be satisfied to do slipshod, lazy and merely passable work. I will form the habit of good work and keep alert; mistakes and blunders cause hardships, sometimes disaster, and spoil success.

3. I will make the right thing in the right way to give it worth and beauty, even when no one else sees or praises me. But when I have done my best, I will not envy those who have done better, or have received larger reward. Envy spoils the work and the worker.

X

THE LAW OF TEAM-WORK

Good Americans Work in Friendly Cooperation with Fellow-Workers

One alone could not build a city or a great railroad. One alone would find it hard to build a bridge. That I may have bread, people have sowed and reaped, people have made plows and threshers, have built mills and mined coal, made stoves and kept stores. As we learn better how to work together, the welfare of our country is advanced.

1. In whatever work I do with others, I will do my part and encourage others to do their part, promptly, quickly.

2. I will help to keep in order the things which we use in our work. When things are out of place, they are often in the way, and sometimes they are hard to find.

3. In all my work with others, I will be cheerful. Cheerlessness depresses all the workers and injures all the work.
4. When I have received money for my work, I will be neither a miser nor a spendthrift. I will save or spend as one of the friendly workers of America.

XI

THE LAW OF LOYALTY

Good Americans Are Loyal

If our America is to become ever greater and better, her citizens must be loyal, devotedly faithful, in every relation of life; full of courage and regardful of their honor.

1. I will be loyal to my family. In loyalty I will gladly obey my parents or those who are in their place and show them gratitude. I will do my best to help each member of my family to strength and usefulness.

2. I will be loyal to my school. In loyalty I will obey and help other pupils to obey those rules which further the good of all.

3. I will be loyal to my town, my state, my country. In loyalty I will respect and help others to respect their laws and their courts of justice.

4. I will be loyal to humanity. In loyalty I will do my best to help the friendly relations of our country with every other country, and to give to everyone in every land the best possible chance.

If I try simply to be loyal to my family, I may be disloyal to my school. If I try simply to be loyal to my school, I may be disloyal to my town, my state and my country. If I try simply to be loyal to my town, state and country, I may be disloyal to humanity. I will try above all things else to be loyal to humanity; then I shall surely be loyal to my country, my state and my town, to my school and to my family.

And those who obey the laws of loyalty obey all of the other ten laws of the Good American.

OUTDOOR GOOD MANNERS

The greatly increased number of parks, forest reserves and tourist camps, the throngs of motorists who more and more visit not only these, but every attractive woodland spot, the growing use of the national forests for recreational purposes—all these are factors in a situation which calls for "Outdoor Good Manners." What is more disheartening than to find some lovely place among the trees left by tourists and picnickers defiled with refuse, unfit for use, where soiled paper plates, empty containers and perhaps a camp-fire left smouldering, offer a sorry exchange for the wild flowers torn up by the roots, the branches left broken, the beauty destroyed.

But the menace of this nation-wide thoughtlessness is more serious. A large portion of the forest fires that involve the annual loss of millions of dollars as well as of life, are said to be started by hunters and campers.

It seems clear that a great service would be rendered to the future if the children, at least, could grow up with the idea that such abuse of outdoor hospitality of parks and forests is as much a breach of good manners as to mistreat a home where one has been entertained.

The rural school teacher has a wonderful opportunity to assist in a campaign of education for "Outdoor Good Manners" by presenting the subject as a part of the training in good citizenship, and by promoting interest in nature conservation in a general way among school children and school patrons.

IOWA SWIFT

for George Swartz

1. You wish to know where I'm going
2. You wish to know where I'm going
3. You wish to know where I'm going
4. You wish to know where I'm going

1. I wish to know where I'm going
2. I wish to know where I'm going
3. I wish to know where I'm going
4. I wish to know where I'm going

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IOWA SWEET IOWA

Rev. George Bennett.

"Maryland"

1. Land of charms where song-ers sing, Dropp'g seed in kind-ly soil, And
2. You wish to know where flow-ers blow? I - o - wa, Sweet I - o - wa, Where
3. You'd glean from me, my in - ner soul, Se-crets there of life's con-rol, What
4. She calls us on, for ev-er calls, To deeds of faith and hope and love, To

In - bor sure of har-vest yield, I - o - wa, Sweet I - o - wa The
grain-sweeps for ev-er fair? I - o - wa, This I - o - wa The
sun they are, and eve will be? I - o - wa, Sweet I - o - wa For
play the man and play him well, I - o - wa, Sweet I - o - wa On,

sun-tans come and gold on mare, Are freight-ed full with sum-mer wealth, The
pas-tures green have wood-drum-shorn, A mys-tic glow, e - ter-nal flow, Of
heights she has, as well as plains, Giant rocks in-scribed so long a - go, Green
out to gates of sun-set time, Ex-shined in good deeds, eye, sub-line, To

from draws home a hap-py crowd, I - o - wa, My I - o - wa
musk-thick hid - dens, much we know, I - o - wa, My I - o - wa
trees and streams, birds, fish and lakes, I - o - wa, My I - o - wa
win the Mas-ter's sure, "Well Done," I - o - wa, My I - o - wa

SUGGESTIONS AND PLANS FOR STANDARD RURAL SCHOOLS OF IOWA

ADAIR COUNTY RURAL SCHOOLS

EDNA GIBBS, *County Superintendent*

HISTORY OF BEREA STANDARD SCHOOL

From superintendent of public schools to a teacher of a rural school near her home at Berea is the experience of one college girl who realizes that here in the one room rural schools is need for the strongest, best prepared teachers and leaders of the state.

In 1920 Berea School, Eureka No. 4 presented a very dreary appearance with its buildings much in need of paint, its rickety wooden



Berea School, Eureka Township No. 4, Adair County.

step, its large ditch running diagonally across the school yard. Inside the walls were smoky and in need of repair, the desks were marked and carved, the shades were torn, the stove unprotected and a pail with a dipper served as a water container.

The people of the community co-operating with the college girl made possible a transformation of this little school. Through the united efforts of the men the ditch was filled, leveled and the ground seeded, a large cement platform was put in place of the old one. The buildings were painted and the schoolroom tinted in shades of gray with a buff ceiling, the desk and chair refinished and the children's desks oiled and waxed, the shades repaired and a jacket put around the stove. Two new charts were added.

In April, 1921, May E. Francis visited the school and found that it met the requirements for standardization.

In 1921-1922 Berea Standard School added to its equipment, a globe (it had a complete set of up-to-date maps), swings and teeter-

Photographs and data furnished by the County Superintendents of the respective counties.

totters, a sandpile, screens around the outbuildings, new records for the Columbia. The floor of the school room was oiled, the desks and other furniture refinished. Shrubbery, trees and flowers were planted upon the school ground.

The third year again proved the interest of the community in their school when the men volunteered their services to put in a basement for a furnace. The basement furnace was installed in the spring of 1923. Other improvements were thirty-one reference books (our library contained one hundred thirty volumes), ten volumes of the World Book, a basket ball, Indian clubs, dumb bells, primary equipment, cupboard remodeled, new curtains and new health records.

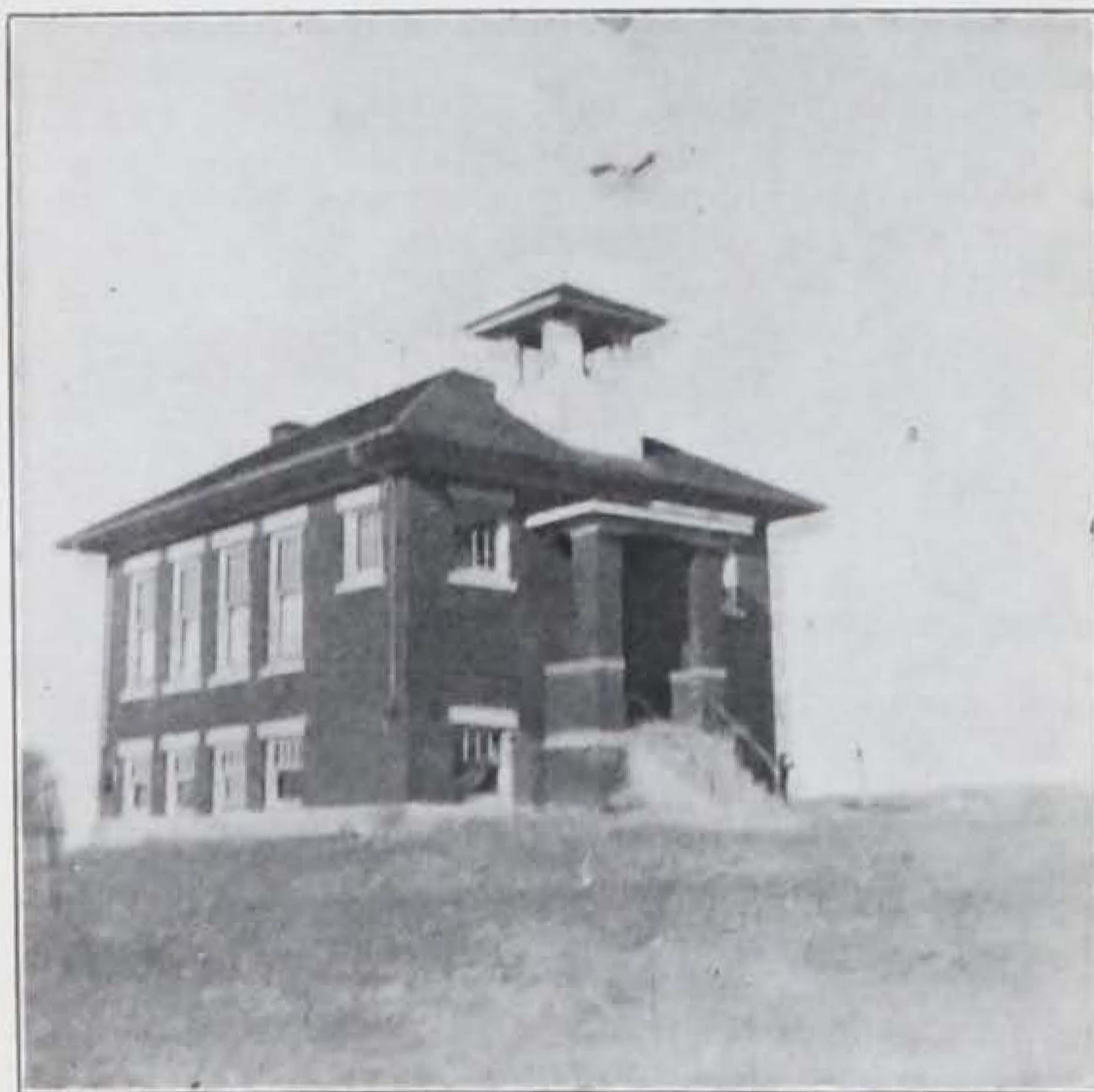
Berea Standard School added to its equipment in 1923-1924, a table and two benches, a cabinet for the Columbia, paper towels and a cabinet, new books and a fine piano and bench.

This year it is putting in new shades, a medicine cabinet and more playground equipment. At present there is on hand seventy-one dollars. Every year money is raised by entertainments.

The attendance of this school is excellent. The students have adopted a code of behavior. They believe the qualities in the code will make them better citizens and students of their school and better and more successful citizens of the great country in which they live. These young people have their Literary Society, their school newspaper, "Berea Standard School Advocate," their orchestra, their Bird Study Club. The boys of Berea Standard School have joined the Lone Scouts of America.

ALLAMAKEE COUNTY RURAL SCHOOL

W. L. PECK, *County Superintendent*



Ludlow Number 5, Allamakee County. Cost \$5,000. Basement used for elections and public meetings. Emma Hunstad, teacher.

BOONE COUNTY RURAL SCHOOLS

E. C. WISSLER, *County Superintendent*

PLEASANT HILL SCHOOL

This is a two room rural school situated in what was formerly a mining district. When the present teachers, Given McElroy and Evely Anderson, were engaged as teachers of this school in 1922 it was regarded as one of the worst run down, neglected schools in the county.

The township school board were discouraged at the prospect of doing anything to help conditions. Their experience had been that any new equipment could not be cared for or protected, windows, and doors were broken and all school property destroyed.

In the fall of 1922 Mrs. McElroy and Miss Anderson contracted to teach the school. They went into the work with a determination to render a real service to the community.

Community meetings were called. The parents were invited in and asked to help bring the school up to a plane whereby standardization could be requested. A Parent Teachers organization was formed, Mrs. T. H. Jones, President of the Country Life Club offered valuable assistance. Improvements were made. The young people were organized into the Pleasant Hill Boys' and Girls' Booster Club. Local plays were put on by this Club and as the older pupils completed the elementary course and went into the high school or entered the industrial field they always came back and did their part in helping boost the school.

Today Pleasant Hill is regarded as one of the finest schools in the county. Its equipment is complete; a fine piano is the last contribution made by teachers, pupils and community to the school. The walls of the school are painted a soft buff with a cream colored ceiling, a flat paint has been used. Splendid framed pictures adorn the walls; a basement has been excavated and furnace installed. Tan canvas shades and sash curtains are at the windows; a good library has been established.

At a recent program given at this school teachers and school board members from this, Des Moines, and adjacent townships were present. One of the former Pleasant Hill pupils, who is now enrolled as a senior at the Boone Normal Training High School class, told of the origin and growth of the Booster Club. She has not grown away from her community. She still has interest there, brings her friends out home with her and is helping her community to grow along right lines.

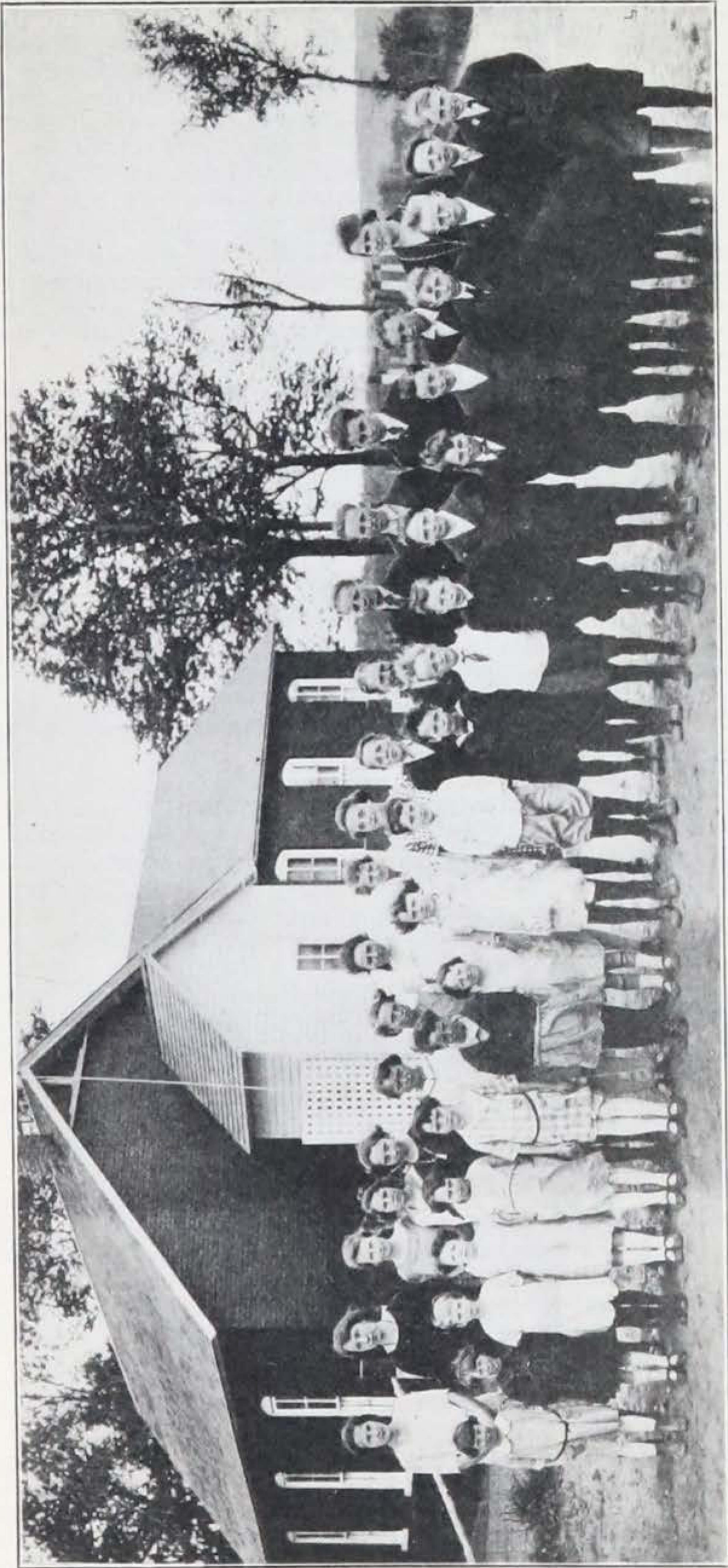
LOGANSPORT SCHOOL, BOONE COUNTY

"From Zero to a Standardized School in Six Months;" this sign, above the door, greets you as you enter Logansport School.

Logansport might be called a two-room mining camp school, situated two miles west of Boone. The population in this district, mostly miners, is made up of Americans, Swedes, Germans, English, Welsh, Scotch, Irish, Austrians, Bohemians, and Negroes; there are even members of the P. T. A. who have to bring their children with them to act as interpreters.

For years, Logansport had the reputation of being a difficult school to teach; it is said they had as high as four teachers in the eight months' school year. For a teacher to be set in the road, or threatened to be stuck in the stove, and for the children to use the windows for doors, all were a part of the school day. These were actual instances; other things pertaining to the school were in similar condition when the present teachers went to the school three years ago.

After forcing their way thru the weeds, they found most of the window lights broken; the stoves set in the middle of the rooms, the



Pleasant Hill School, Boone County

one was in such bad condition that later the teacher was forced to sweep the burning coals off the floor frequently, to prevent the building from catching on fire. The floor served as a bookcase upon which was placed a few books, no pictures adorned the walls, only a smear of green paint. There were painted blackboards, upon which the writing was not visible; double seats showed the carved initials and drawings of pupils who attended the school forty years ago. There were no charts, maps, globes, curtains, nor dictionaries; one teacher's desk was almost drawerless, and the other one had but three good legs; this with two chairs completed the zero equipment.

Fortunately one of the teachers, Mrs. Mary F. Simpson, was an experienced teacher and realized the necessity of a community organization; with the help of the other teacher, Miss Adeline Johnson, a loyal co-worker, having just completed her high school course, they were successful in organizing a P. T. A.

For two months the work was very discouraging and as one of the school board members expressed it, "More money had been spent on Logansport and yet it didn't get anywhere." Finally by a successful P. T. A. party some enthusiasm was aroused. Little by little it was pointed out that another school some two miles distant was planning on standardizing, after having an organization of some kind for three years.

It was adroitly suggested that Logansport was capable of doing the same thing. This was encouraged by songs such as "We're from Logansport where the smart kids grow," sung to the tune of the Iowa Corn Song and a few clever school yells, the enthusiasm spread like wild fire and every man, woman, and child became a booster, spurred on to the goal, "To Standardize in Six Months." This was something they believed no other school in similar circumstances had accomplished.

Only by organized, individual, untiring efforts on the part of the patrons of Logansport have they obtained a school that is a credit to themselves, the community and an incentive to other schools.

Their first step was to appoint a delegation of mothers, headed by Mrs. Simpson, the teacher, to meet with the township school board; after many frank expressions from both sides, which fortunately ended good naturedly, they secured new doors, window lights, a dictionary, and one new stove. With this new start the people went home rather hopeful, altho it wasn't so hopeful the next day for the teacher who had headed this delegation, for one of the directors who was not present at the meeting sent word to the effect, "that she could quit for all he cared."

The P. T. A. then began to hold a social each month, making them attractive to the entire community. In the remaining six months of the school year by means of voting contests, pie socials, auctions, penny slips, food, candy sales, etc., they raised the sum of \$480.

But as the school was in such bad shape, even tho the school board was generous with their help, it was not sufficient to put the school in proper shape to be standardized. The community being comparatively small and most of its members miners, who had not had steady work it seemed impossible to raise more money. The teachers then made a house to house canvass for men to donate labor; this response, and the discounts of the merchants amounted to about \$420; this with the \$480 on hand gave them an equivalent of \$900 to their credit in the remaining six months. In a general way this tells the story of the first year.

In the following two years an extra room was built serving as a kitchen, cooking utensils, knives, forks, dishes, piano, victrola, records, shades, curtains, lamps, slate blackboards, maps, charts, bookcase, books, two flags, adjustable seats, furnace, bubbler, and new teachers' desks were added to the building; a new attractive fence has been put

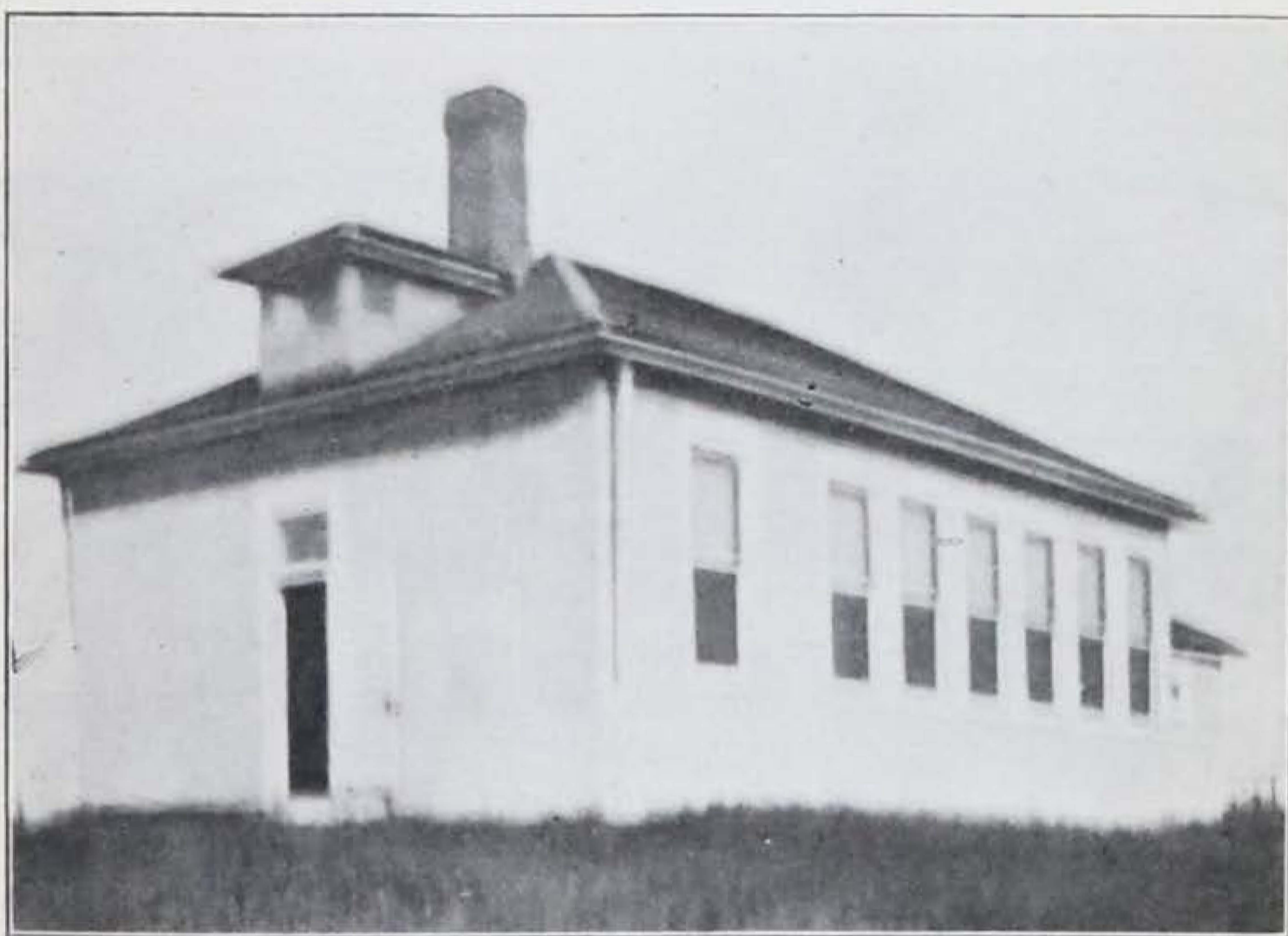
around the yard, grounds planted with shrubbery, play equipment placed, and they are soon to begin the work on the ditch that will pipe water to the school. A great deal of credit is given to Mr. Fred Mitchell, school director for the past two years.

Greater than all this splendid and much needed equipment is the success they have had in making this the social outlet for their young people. In the past the boys' energies were pretty largely spent on breaking windows, and carving seats; but if any one wants to get a black eye, just let him scratch a new seat at school; for Logansport has not lost any of its pep, it is only directed in another channel.

Submitted by Mrs. T. H. Jones, Chairman of Country Life.

APPANOOSE COUNTY RURAL SCHOOLS

CLARENCE McCracken, *County Superintendent*



Day School No. 4, Johns Township, Appanoose County

The Day school is one of the five Standardized rural schools in Appanoose County.

It has had four years of standardization and has had two different teachers, Mary Wailes the first year, and Mintia Callen the last three years. The enrollment the first year was 16, the next two years it was 25 and this year it is 32.

The people of the district are enthusiastically in favor of meeting the requirements for a continuation of its standardization.

BUTLER COUNTY RURAL SCHOOLS

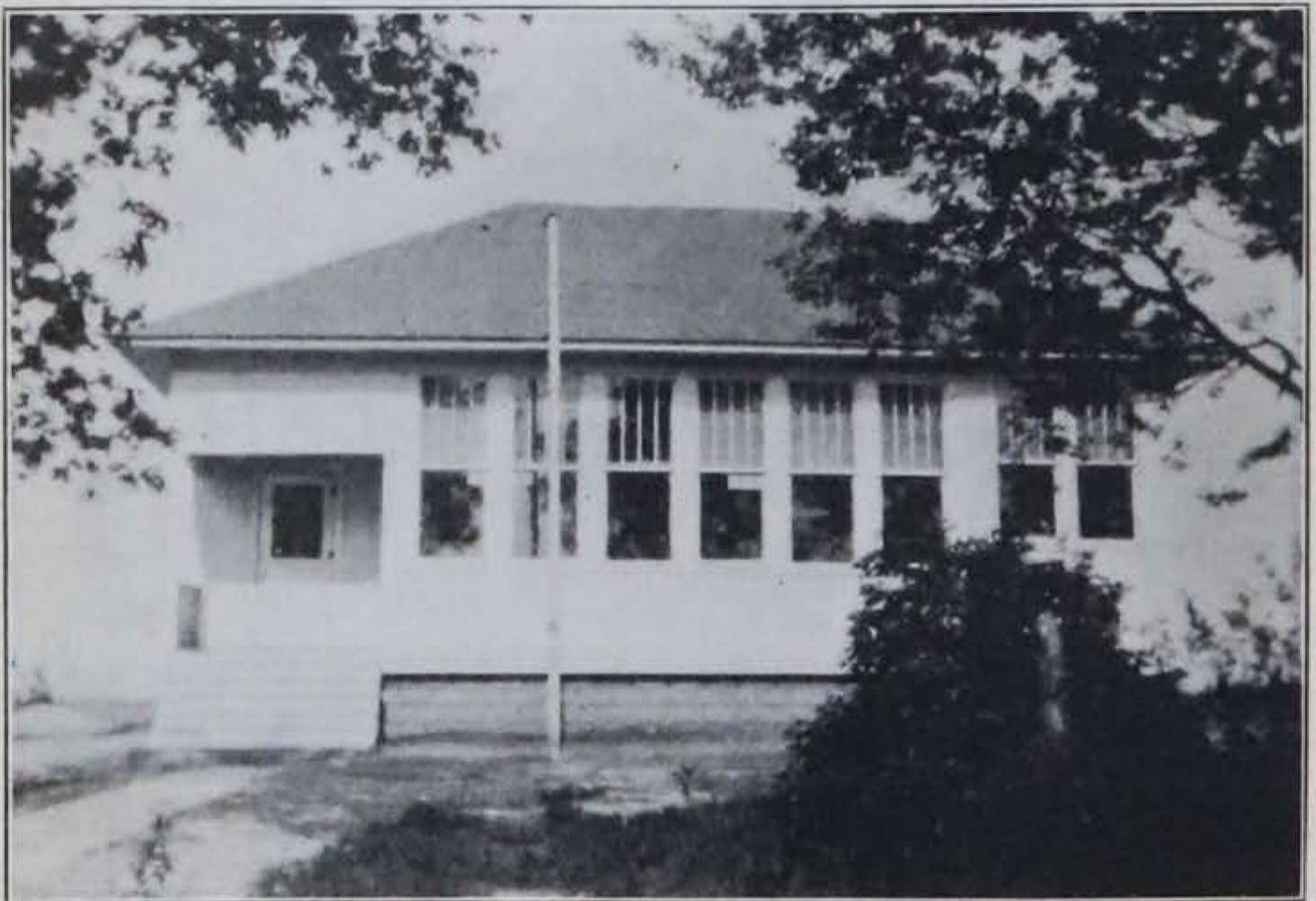
HAZEL M. BLACK, *County Superintendent*

A BUTLER COUNTY STANDARD SCHOOL, JEFFERSON NO. 6

Of the nineteen standard rural schools in Butler County, Jefferson No. 6 is one of the outstanding, exemplifying as it does the standard rural school slogan, "Be the Best of Whatever You Are."

As early as 1920 the patrons of Jefferson No. 6, tho handicapped with an old box-car type schoolhouse and very meager equipment, determined to do all they could to raise the standard of efficiency in their one room school. To some this may seem a difficult task, especially in a sub-district when the matter of increased expense is the outstanding bone of contention. But when people "think together, they will work together."

During that winter with the assistance of a wide awake teacher, an enthusiastic director and a responsive group of pupils and patrons, a series of community meetings and socials brought old and young together. Sometimes the rally was held at the school house, some-



Jefferson Number 6, Butler County, 1923.

times in a home, but always under the auspices of the school. So it was, by actual contact, that the patrons came to fully realize the meagerness of their school's equipment. They saw with their own eyes that there was something to the reports which from time to time had come to them from their county nurse and superintendent. They realized that cross lights from windows not properly shaded when reflected upon glazed painted blackboards, caused eye strain and headaches. They, too, were unduly roasted when forced to sit next the unshielded heater. The deeply carved initialed desks did not reflect the same glory as of yester-year and proved plainly a source of annoyance to the "would-be" careful penman.

With eyes open, heads, hands and hearts bent upon improving a bad situation it was not long until the old place had undergone a

thorough renovating and transformation, emerging, perhaps, not so much a thing of beauty, but a joy to those who had labored to make it more comfortable. With new slate boards, jacketed stove, tan duck shaded windows, soft flat-toned walls, new supplementary reading material, a splendid sanitary drinking fountain, improved toilets, and playground swings is it to be wondered that attendance became more regular and community gatherings more frequent? The additional expense to the taxpayers of the township had not been great for much of the apparatus had been supplied by funds raised by the patrons at socials. It is needless to say that Iowa would allow such effort to pass, unrecognized, and so with her stamp of approval upon Jefferson No. 6 as a standard school, six dollars per pupil state aid made possible not only a superior teacher, who received one half this amount as bonus, but provided more up-to-date improvements each year.

Under adverse circumstances this little school came to the front, and then, when in December, 1922, the entire place was consumed by fire, again the community came to the rescue. The pupils were tem-



A class of Butler County Teachers Taking Physical Training Instruction First Hand at Institute, 1924.

porarily housed in a church nearby and made comfortable until a new building was ready for occupancy in the fall of 1923.

It is a modest frame building 36'x26', with a basement of sufficient size for fuel and furnace.

Most valuable prizes are often done up in small packages. So it is in this unpretentious building, every standard requirement has been met. To the east and left of the pupils is a battery of windows carefully shaded with approved tan duck shades. To the front and also to the right are splendid slate boards wide enough and low enough to be within the range of the tiniest as well as the largest pupils. To the rear of the room and separated only by the colonnade and low cupboards, is a light and attractive alcove. This affords an ideal reading room, lunch room, primary and play room combined, and is directly under the supervision of the teacher all of the time. By making such an alcove sufficiently large (say 18'x12') it may also be equipped with steel coat lockers and answer for cloakrooms as well. One of the low cupboards in the colonnade, with doors opening into the main room, makes an ideal place for library books, placing them easily within the pupil's reach, while the other cupboard, with its

doors opening into the alcove, houses the dinner pails. Hot lunch equipment and supplies are kept clean and under cover in a small shelved closet off the alcove. A strip of tan burlap one one side of this room affords a splendid place for pupils to display their best work. With oil stove, benches, sand table, primary table and chairs to equip the alcove, it has become the most attractive and popular part of the schoolhouse. During community affairs it is amazing how many people it accommodates, in fact we wonder now how any school can get along without it. Like art—"we can, but not so well."

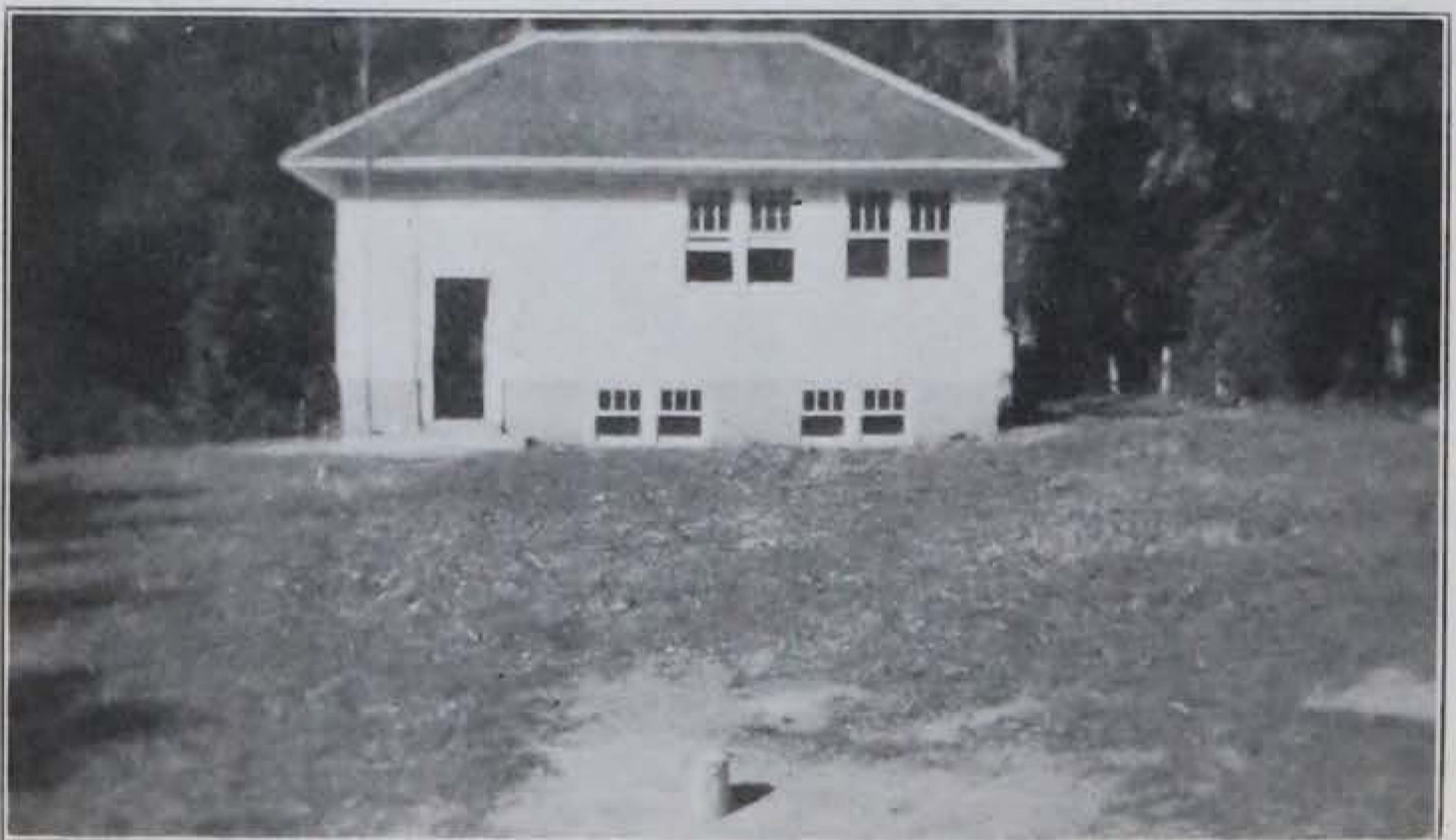
The alcove idea in rural schools originated with the county superintendent. It is practical and proving a real success not only as a boon to the crowded school but as an economical factor. It takes the place of cold, untidy halls, and damp, dusty basement-playrooms. The pupils are even under the eye of their instructor.

The best of this story of the past and present of Jefferson No. 6 is that what this school has done other schools can do. With the present splendid system of Standardizing rural schools, Iowa challenges even the most isolated districts in the state to be "up and doing" for "It is not by our size that we win or we fall, but by being the Best of whatever we are."

HAZEL M. BLACK,
County Superintendent, April, 1925.

CLAYTON COUNTY RURAL SCHOOLS

MARY A. MEYER, *County Superintendent*



District No. 4, Grand Meadow Township, Clayton County.

This modern little building is located in District No. 4, Grand Meadow Township. Built in the year 1922, standardized in 1924, is one of the best and most complete rural school buildings in the county.

It is equipped with basement playroom and basement furnace. The lighting and seating arrangement and all equipment fully comply with the requirements of standardization.

Sixteen pupils are enrolled in this school with an average daily attendance of fifteen and fourteen for the fall and winter term, with Irene Dickman as teacher.

CHICKASAW COUNTY RURAL SCHOOLS

A. O. VAALA, *County Superintendent*



Teacher—Miss Verna Parks.

Fredericksburg Township, District No. 3, Independent.

Enrollment—Sixteen pupils.

Teacher—Miss Verna Parks—a high school graduate, and one year primary training. Holds First Grade Uniform Certificate. Has had four years' experience.

Building—Modern building, correctly lighted and heated—basement and furnace to be for community dinners and hot lunches.

Equipment—All necessary equipment—globe, maps, good library, piano, victrola, single seats, long white curtains, tan shades, oiled floors, slate blackboard.

Location and surroundings—Located on a beautiful corner, hill sloping toward south—good drainage, several nice trees, playground equipment, flag staff, enough open space for base ball ground.

Activities—Annual participants in spelling and declamatory work, active workers toward "Play Day," our crowning event of the year's work. Held three successful Play Days. Active Parent Teachers Association which meets last Friday of every month. Thru this association much of the equipment has been purchased. Community puts on a Community Play each year. Proceeds go toward school.

Hon. May E. Francis, Des Moines, Iowa. Dear Miss Francis:

Just a word from an enthusiastic supporter of Standardized Schools in conjunction with pictures and data governing two or three of our best schools.

We have more than twenty schools and school buildings of this type and feel that The Standardization movement has done much to improve rural conditions in Chickasaw County.

Last year we had thirty-three schools on our list and we are working hard toward getting five or six more on the list this year.

These schools are well equipped, school grounds dotted here and there with trees, while much is now being done to install playground

equipment. A number of our schools have swings, teeter boards, volley ball, etc.

Activities in these schools are outstanding and we boast of as good community spirit in our Standardized School Communities as found anywhere in the state. Districts have their regular Parent Teachers meetings in which they discuss school betterment. Under the direction of the teacher community plays are given, proceeds going toward the schools. We have forty or more organizations affiliated with our rural schools.

In the spring we have our rural school activities such as spelling and declamatory contests. The Rural Play Day in which fifteen hundred or more rural children partake and which brings to our county seat four or five thousand people mark the crowning event of a successful year's work.

In conjunction with our rural eighth grade commencement we have rural school exercises. We usually have as many as two hundred rural boys and girls complete their eighth grades.

There are comparatively as many rural boys and girls attending high school in Chickasaw County as city and town. In checking over their work we find most of them do very commendable work which is a source of pleasure to all those who work toward bringing the rural school to a higher level.

ALF. O. VAALA, County Superintendent.

HISTORY OF SOCIAL CENTER SCHOOL, CHICKASAW COUNTY

In the year 1860, the people living in what is now Districts No. 3 and 6, decided their schoolhouse was inadequate for their community. Therefore, they decided to divide and form two independent districts.

As a result of this decision the people of what is now District No. 6, better known as Social Center, purchased the schoolhouse which was located two and three fourths miles east of Fredericksburg and moved it on to a one acre tract of land.

Years passed and the people prospered. In 1917, the new generation decided their children should have better school advantages. Accordingly they decided to build a new school house. The district was bonded for \$3,000 and Mr. Badke of Sumner, Iowa, was hired to build the new structure.

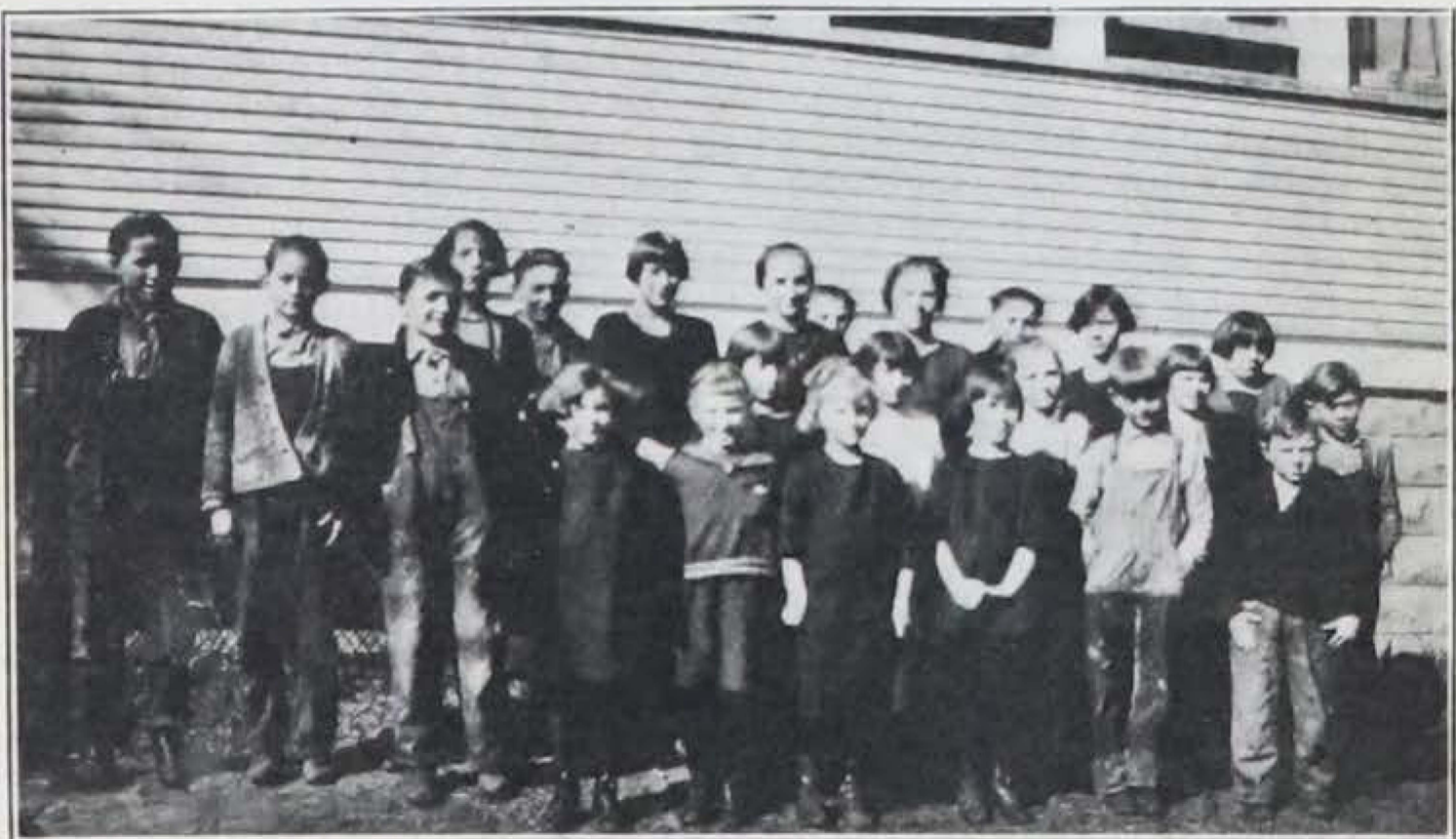
The building is 38 feet by 40 feet, with twelve foot posts. It has a basement divided into four rooms. The building is heated with a hot air furnace, and has a good ventilating system. It is well equipped with slate boards, good library, victrola, organ, maps, globe, etc.

It became a standardized school in 1921 and since that time has received about five hundred dollars state aid, half of which is given to the teacher and the other half used for school equipment and improvements.

Miss Hazel Granger of Nashua, Iowa, taught the first term in the new building. She had also taught in the old building. Miss Lena Lamka of Fredericksburg, Iowa, taught three years and the present teacher, Pearl Dayton, also of Fredericksburg, Ia., is now teaching her third year in the district. This proves that the people believe in retaining their teachers more than one term.

This district boasts of a Parent-Teachers organization formed in the year 1921 and which has held monthly meetings each year since.

Social Center has always taken an active part in Township Community meetings, township and county spelling and declamatory contests and county Play Days. In fact it is a wide awake school and commu-



VIEWS OF SOCIAL CENTER SCHOOL.
Chickasaw County.

nity and the people believe that better education will make a better nation.

The teacher has a first grade uniform county certificate and is an excellent teacher. This school was inspected by State Inspector, 1924, and pledged O. K.

CARROLL COUNTY RURAL SCHOOLS



Ewoldt Township, District No. 2.

Erected in 1922 at a cost of \$3,500. Has full basement providing for furnace room, coal room and playroom. Capitolia Hinrichs, teacher.

CERRO GORDO COUNTY RURAL SCHOOLS

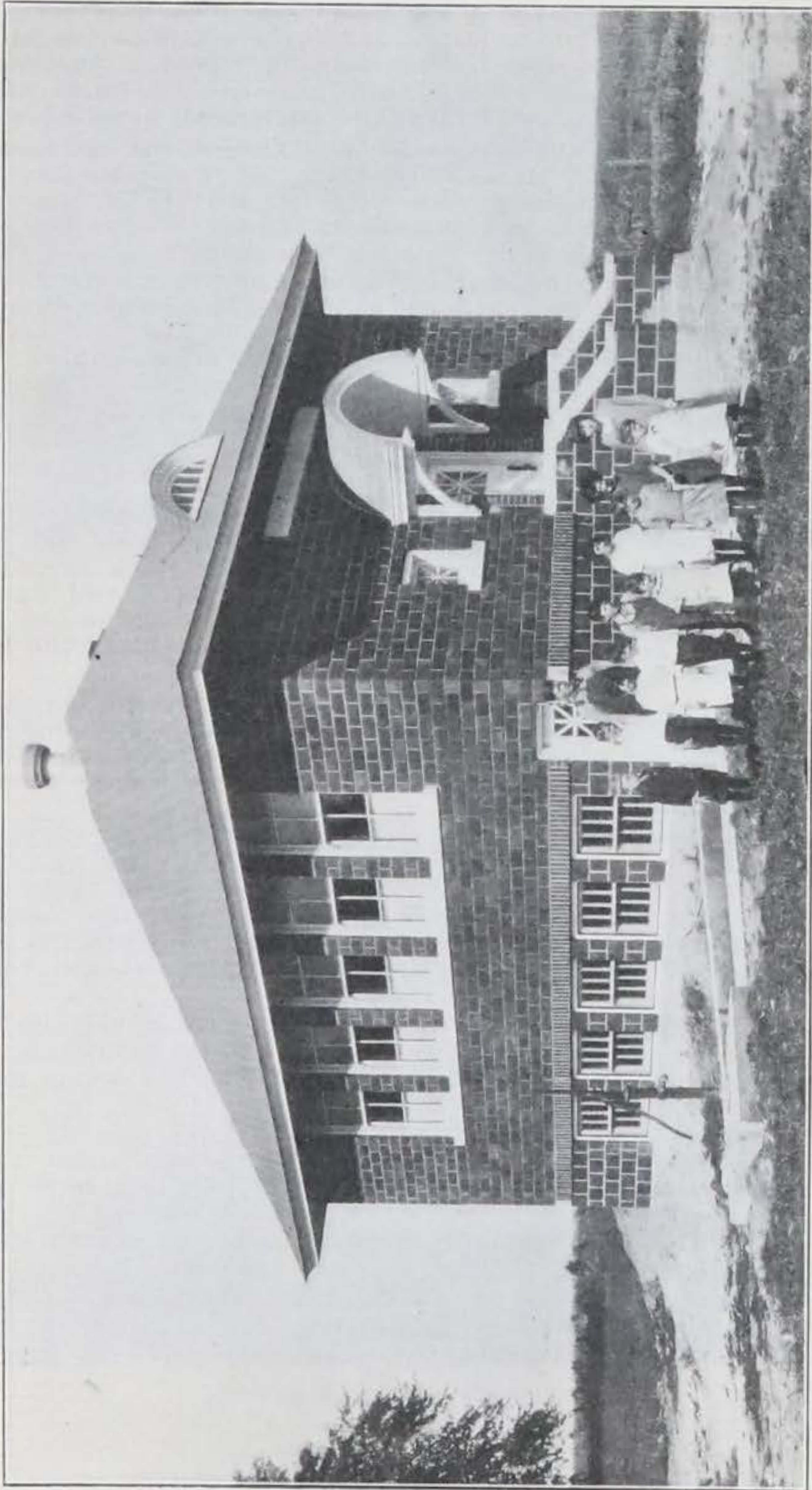
PEARL M. TANNER, *County Superintendent*

GENESEO TOWNSHIP NO. 7

This modern, one room schoolhouse was built in 1924 beside the Jefferson Highway, near Sheffield, Iowa, on the southern edge of Cerro Gordo County. It serves a double duty. By day it is a district schoolhouse. In the evening, when occasion arises, it serves as a community center where neighbors gather for mutual entertainment and profit. Thus it is enriching the lives of those living under the circle of its influences far more than the crude and old fashioned school building of smaller size, and with scanty facilities, could possibly do.

The first appeal it makes is its attractive appearance. Architect Henry's design is pleasing and attractive. The texture and color scheme of its matt faced tile walls are rich and harmonious. The whole building stands out as an addition to the landscape. It is a source of just pride to the community. It serves as an ideal to stimulate better private building in its community.

The interior bears out the promise made by the exterior of better things throughout. A commodious closet receives wraps, overshoes and rubbers before the pupils enter the main room. The large class room is flooded with light from the side. Opening from this are separate toilet and wash rooms for the boys and the girls. A roomy cabinet for school supplies and equipment, and a separate room for books, give



Geneseo Township School No. 7, Cerro Gordo County.

fit storage and protection to these utensils of instruction. The class room also has ample capacity as an auditorium for community meetings.

The basement adds greatly to the usefulness of the building. One half is partitioned off into a playroom for the pupils to use in bad weather. Here suppers and lunches may be served at community gatherings. The other half serves as furnace and fuel room with a large closet for storing unused furniture, equipment, supplies, etc.

This very attractive and serviceable schoolhouse was designed by Ben Henry, architect, of Mason City, Iowa. It is durable and fire-safe construction throughout, with walls of matt faced tile. Mr. Henry's careful planning, and supervision during construction, has given the district a much better building than could have been gotten with the same money by building in the old hit-or-miss fashion. The materials used give a school building and community center that will render long lived usefulness.

CHEROKEE COUNTY STANDARDIZED SCHOOL

HARRIETT BURRELL, *County Superintendent*

Cherokee county's most up-to-date and completely equipped standardized rural school is located in Liberty township on virgin soil.

The work on this wooden structure with cement block foundation was started on the fifteenth day of November, 1922, and finished January 20, 1923, at an approximate cost of three thousand two hundred dollars (\$3,200) exclusive of plumbing and heating. The heating plant installed was a pipeless furnace.

Underneath the building is a full sized basement measuring thirty-two feet by thirty-eight feet (32' by 38') with cement floor, and fully equipped for all the community gatherings of the township. Under the basement stairs at one end is a coal bin seven feet by fourteen feet (7' by 14').

On entering the grade door you pass up a small flight of stairs into a vestibule four feet six inches by ten feet six inches (4'6" by 10'6"). Off this vestibule is the assembly room thirty-two feet by thirty-eight feet (32' by 38'). Also off this vestibule and opening into assembly are two cloak rooms, one for boys and one for girls, eight feet by eight feet six inches (8' by 8'6"). Two chemical toilets are likewise off the vestibule.

The lighting comes from rear and left. At the rear are two twin windows, fourteen inches by thirty inches (14" by 30") with four lights. On the left will be found two triple windows, fourteen inches by thirty inches (14" by 30") with four lights.

In the equipment of the school room will be found piano, ten inch globe, set of up-to-date maps, victrola, dictionary with stand, single seats, burlap at top of black boards for display of school work, built in book case, seven feet by eleven feet six inches high (7' by 11'6") with six doors, four wooden doors below and eight glass doors above.

Liberty township, as a community center, is very progressive and always in favor of any new movement that would be for the betterment and advancement of their children.

Exterior and interior views of this school are shown on pages 48 and 49.

DECATUR COUNTY RURAL SCHOOLS

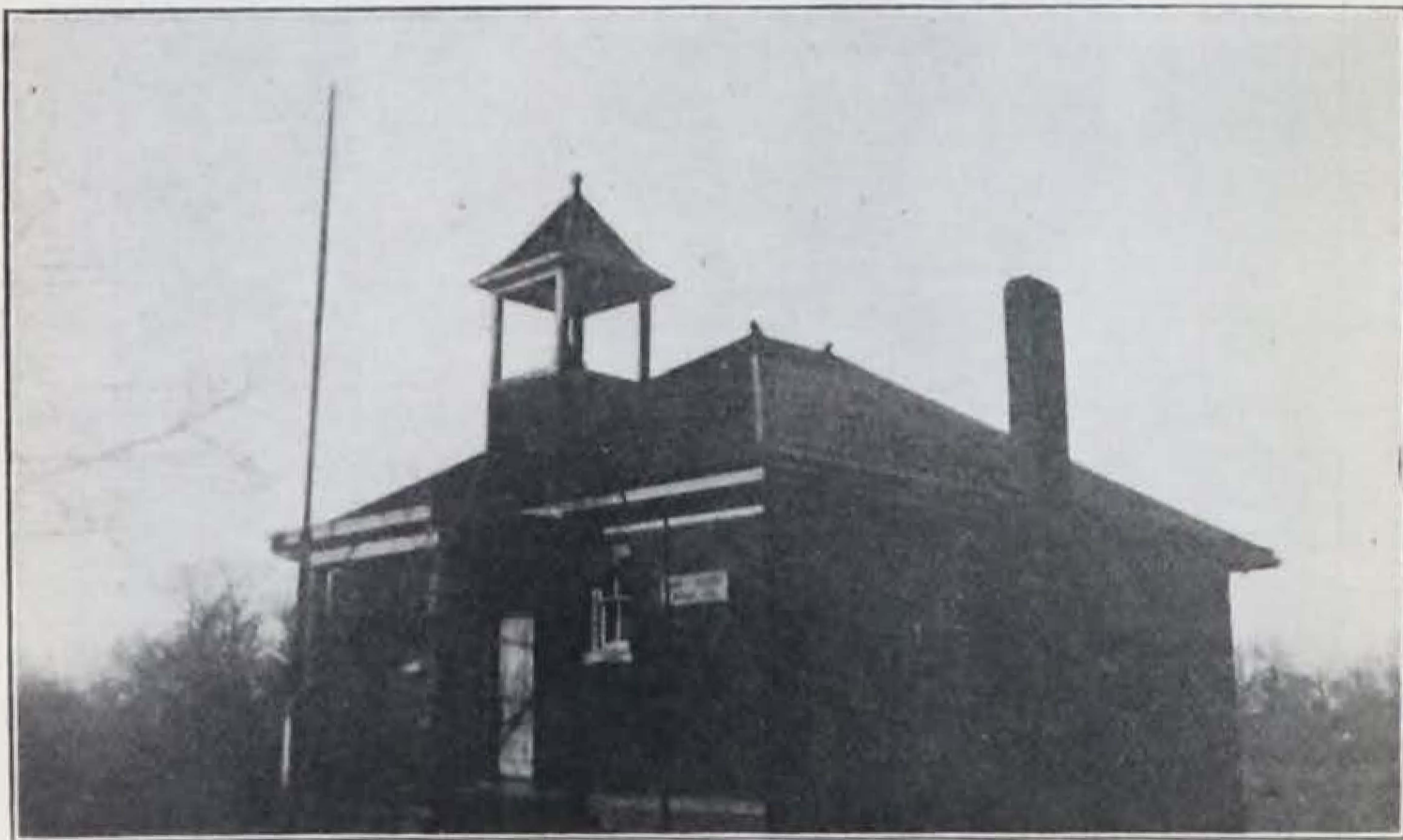
ELI HUTCHINSON, County Superintendent



Center District No. 4, Bloomington Township, Decatur County.

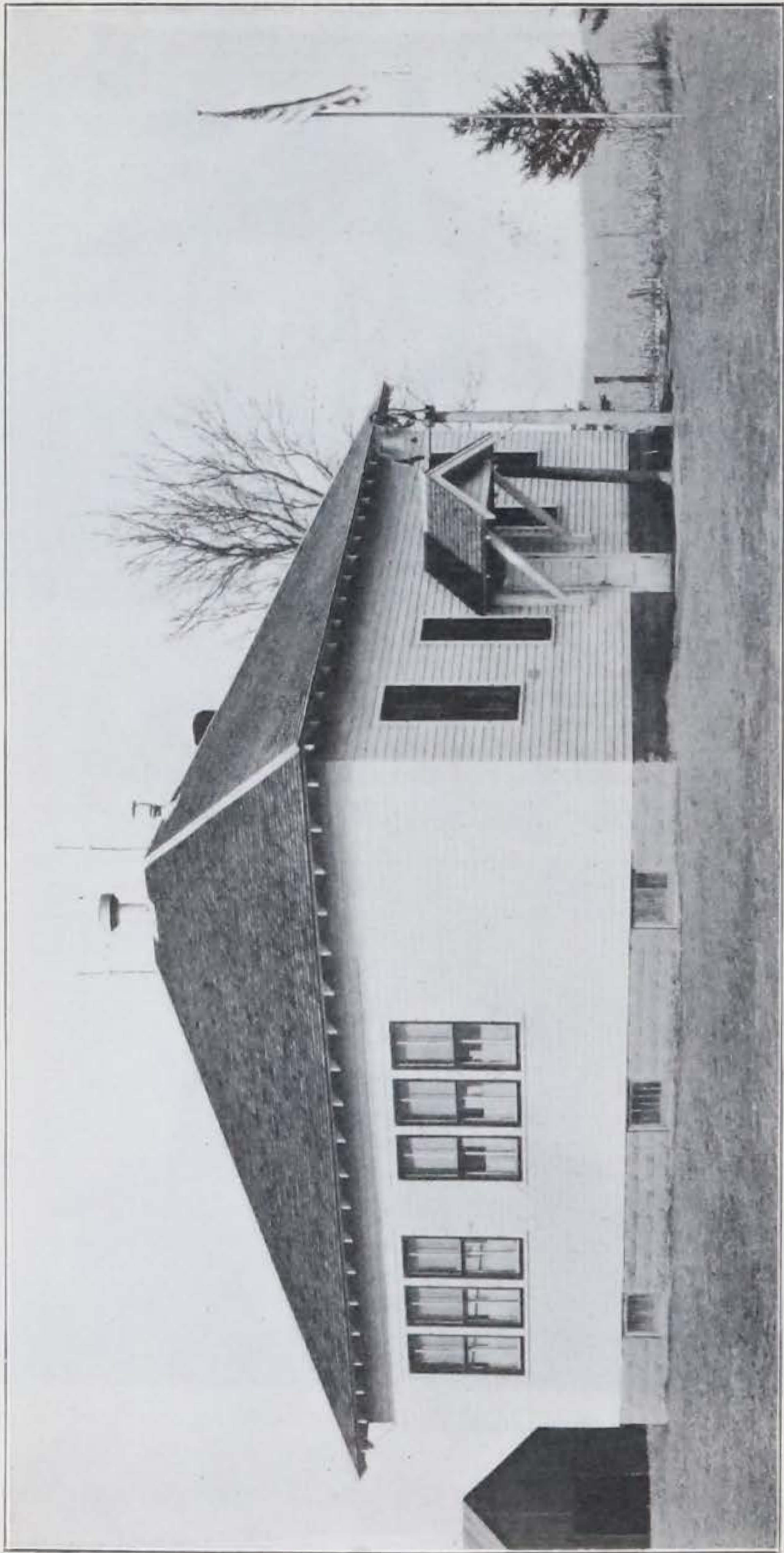
DES MOINES COUNTY RURAL SCHOOLS

VAIL CORDELL, County Superintendent

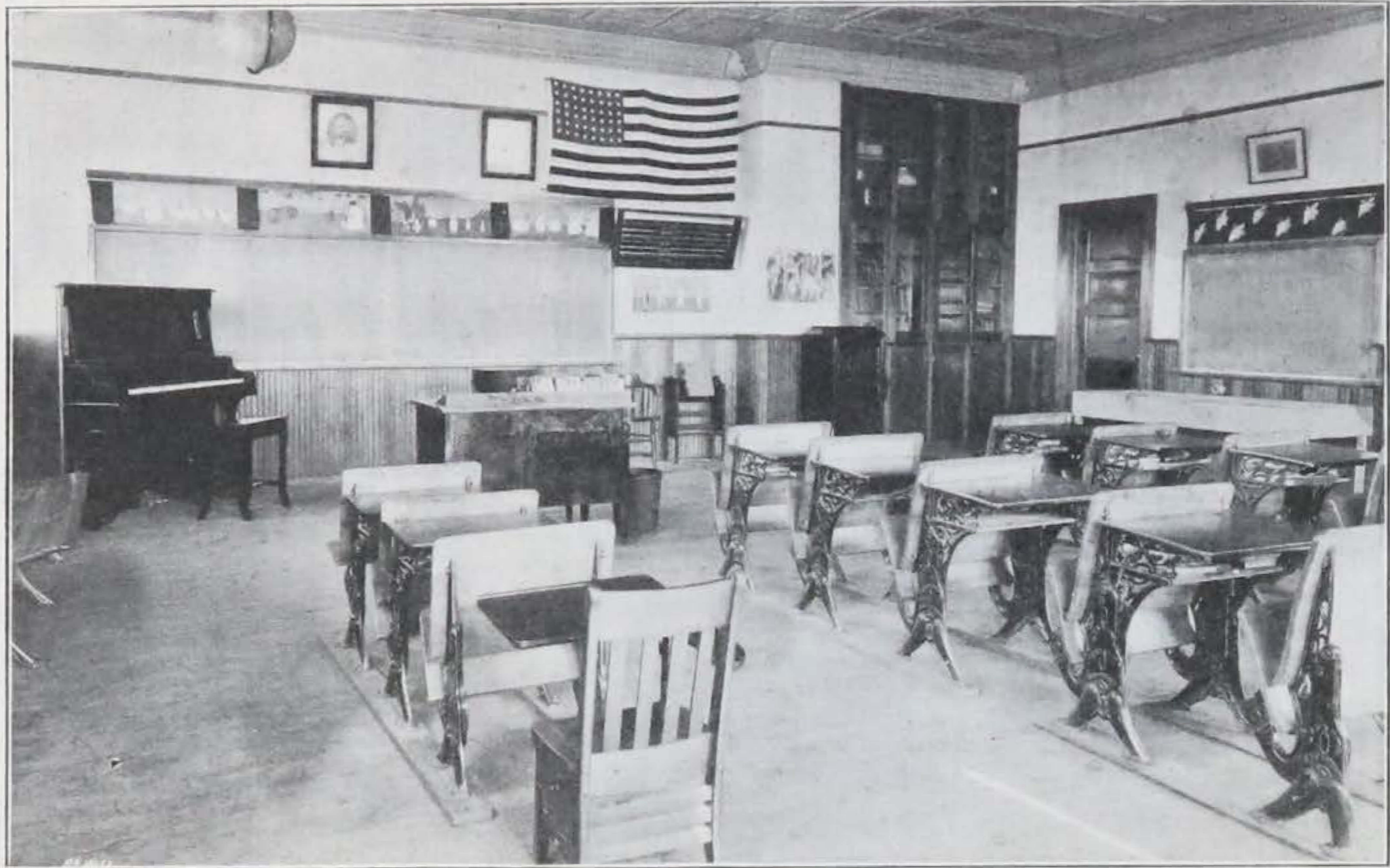


Park School, Des Moines County.

Much interest has been taken in providing equipment and standardizing this school.



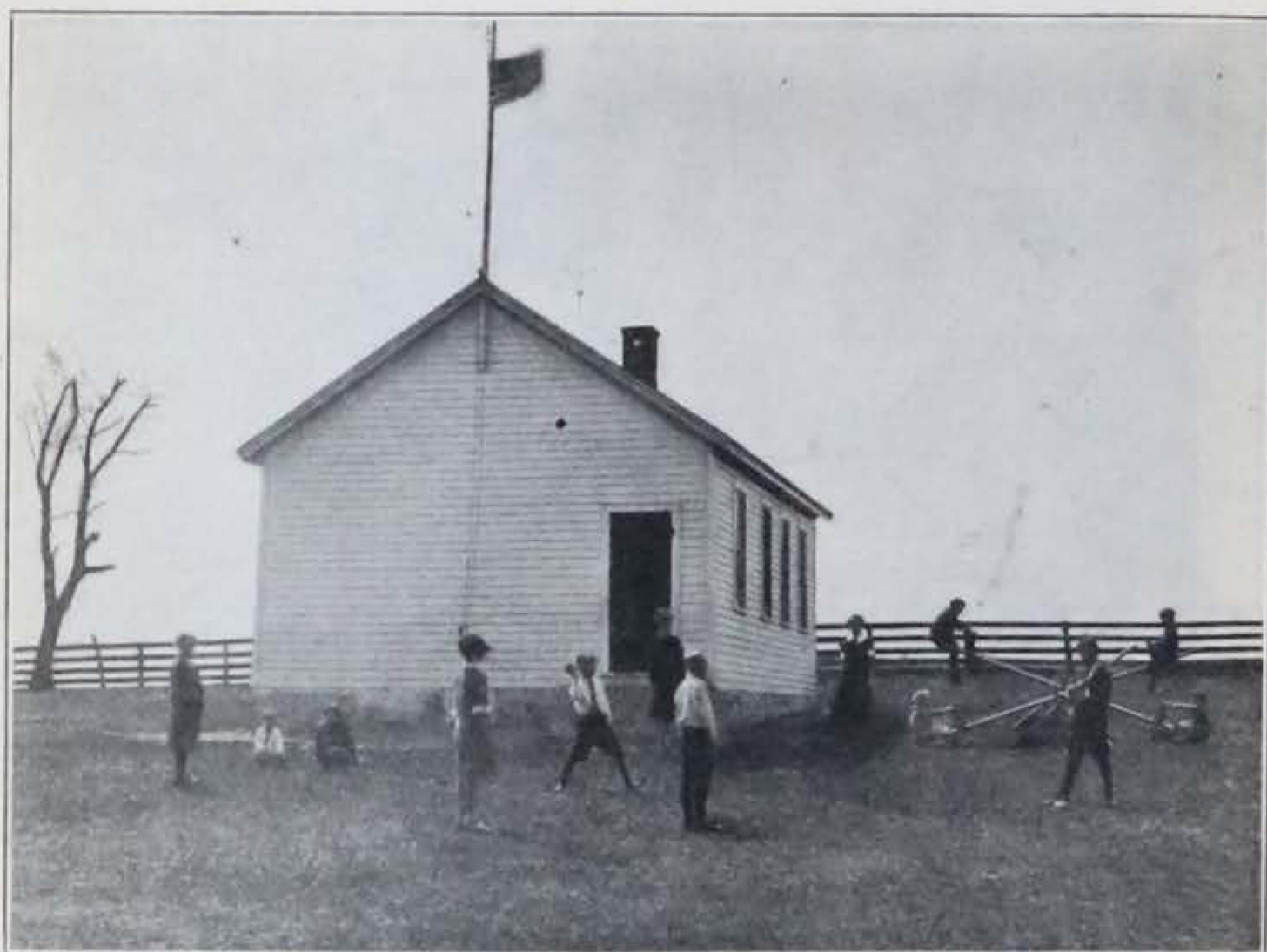
Cherokee County Standard School, Liberty Township.



Interior Cherokee County Standard School, Liberty Township.

DELAWARE COUNTY RURAL SCHOOLS

W. A. OTTILIE, *County Superintendent*



Bremen Township No. 7, Delaware County.

Standardized—1921-22.

Teacher—Miss Mary Klocker, in charge three years.

Director—Mr. Clem Hoeger.

Improvements made since standardization follow:

Practically entire new school equipment; such as single seats, dictionary, drinking fountain, library books, pictures, encyclopedias, new cupboard, new heating and ventilating system, etc.

The building has been thoroughly overhauled and redecorated inside and out; outbuildings rebuilt and put in good repair; attractiveness of school grounds improved by flower beds, trimmed trees, planting of shrubbery and installing of play ground apparatus.

Pupils and teacher have also won many honors and prizes in various contests in county.

Under the supervision of teacher and with the co-operation of director and patrons, the school is doing fine work.

DALLAS COUNTY RURAL SCHOOLS

MAY E. HILLS, *County Superintendent*

BOONE TOWNSHIP NO. 5

In 1868 a bridge was built across the Racoon River and a store was erected where Booneville now stands. About three years later a schoolhouse was built. The enrollment at that time was much larger than at the present date, being sixty-one in 1877.

In 1912 a more modern school house was built which is now well equipped. Boone No. 5 has been a Standard school for five years. Our



Boone Township No. 5, Dallas County.

present enrollment is twenty-two and a more live and energetic group cannot be found. We also boast of a Parent-Teacher Association which is a benefit to our school.

FLOYD COUNTY RURAL SCHOOLS

MARY D. KORINKE, *County Superintendent*

You are the one who put this school on the approved list the first time and they surely have made improvements.

They have a fine basement with nice furnace, a little room for sewing and manual training even before they had the basement put under the building.

They have a community meeting here every month, a nice place to serve in the basement.

This school and community put on a play recently and had a large attendance. They were invited to give the play in the towns of Rockford and Rudd which they did very successfully.

The teacher, Roscoe Lorenz, painted all the scenery for the play. He has a great deal of ability along the line of art as well as being a fine instructor.

The director, Mr. H. Lesch, as well as the patrons are back of this



District No. 8, Rockford Township, Floyd County.

school, helping at all times as much as they possibly can. Mr. Lesch took a leading part in the play.

The picture does not show the playground equipment nor the well. They have a fine well of water and the patrons in the fall take an engine and pump the water which has been standing all summer so the children will have good drinking water. The children enjoy going to school there. This school has a piano, victrola, and telephone.



District No. 8, Niles Township, Floyd County. Louise Ebert, Teacher.

A FLOYD COUNTY SCHOOL

This schoolhouse has all the needed equipment in the interior as well as playground equipment, giant stride, teeter boards, etc.



District No. 8, St. Charles Township, Floyd County. Juaneta Felcher, Teacher, and Mr. Harley Schlick, Director.

The director had a new hardwood floor put in the past year which is kept oiled. The seats are placed on slate so they can easily be moved when having community meetings. The director has served for a number of years in this school and every year does some needed improvement for the good of the school.

The school yard has a nice woven wire fence with gates leading to the grounds.

This school has been standardized for four years, last year six pupils graduated from the eighth grade and are attending high school this year. There is an enrollment of twenty-two at the present time.



Number 8 Pleasant Valley Township, Fayette County. (Photo submitted by Melcher Luchsinger, secretary of Pleasant Valley School Township, Fayette County.)

HARRISON COUNTY RURAL SCHOOLS

W. A. BLACKWELL, *County Superintendent*

WOOD SCHOOL, MAGNOLIA TOWNSHIP

The first schoolhouse in this district was built in 1871 and called the Wood School after John Wood, a farmer living nearby. For fifty years this little schoolhouse in district number five served as a school building and a community gathering place for the people of Magnolia Township, Harrison County, Iowa.

In 1920 the patrons asked for a new building and two thousand dollars was levied by the board for its erection. The plans were drawn



Wood School, Magnolia Township, Harrison County.

by a local architect in the same year. In order to save five hundred dollars of the money appropriated for a furnace and other furnishings for the new school, the patrons did all of the excavating and hauling. The director at this time was R. J. Lenz.

The building (which is pictured here) was built by Contractors Smith and Wallice who had the building completed in time for the fall term of 1921 and is considered one of the best Standardized Schools in Harrison County. Helen Cassidy, Teacher.

HUMBOLDT COUNTY RURAL SCHOOLS

CLARENCE MESSER, *County Superintendent*

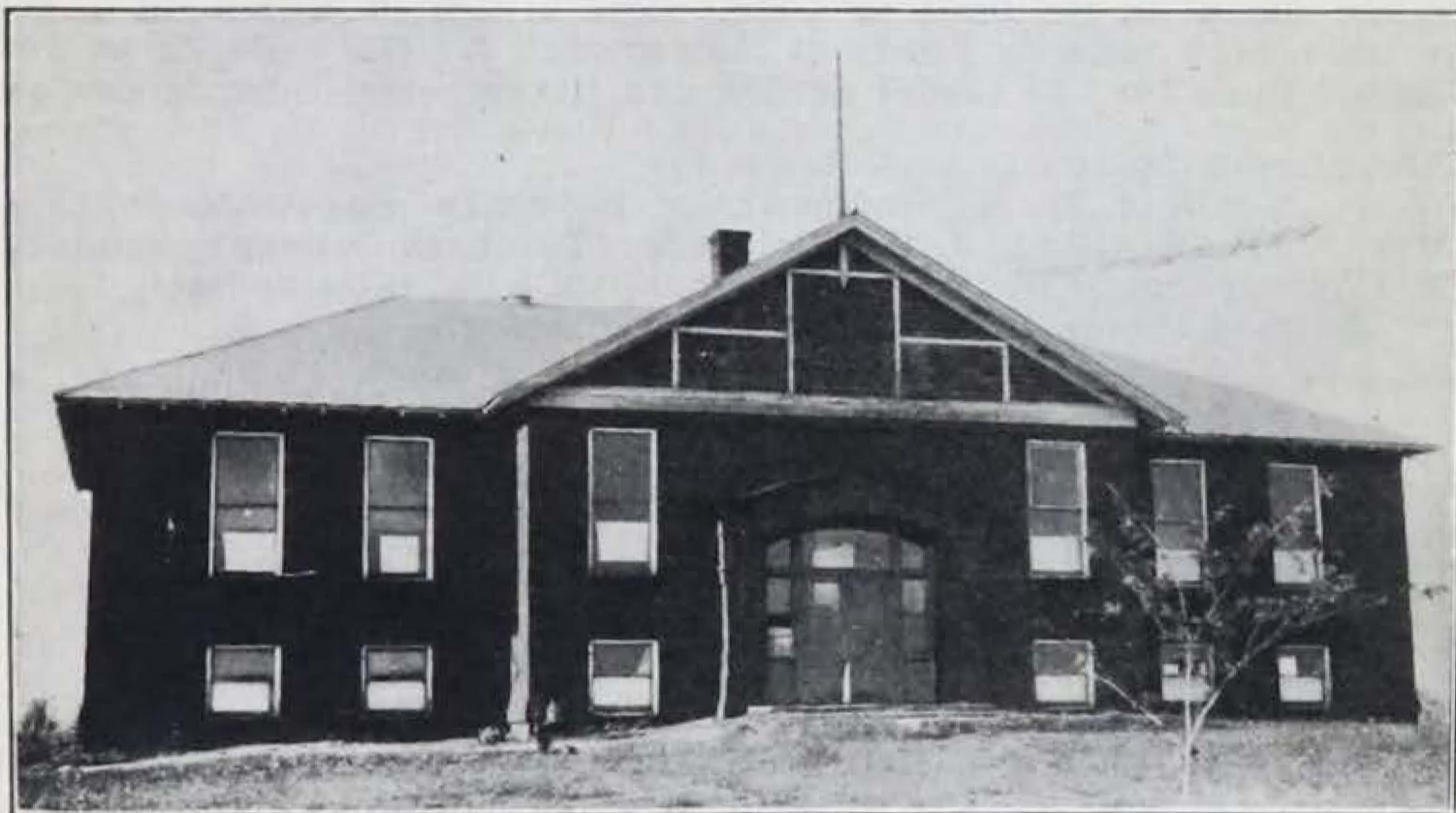
MAPLE LAWN DISTRICT

This school is unique in the school annals of the state. It is typically a school for farm children and carries out the ideals of the founders for the best sort of a little school close at home, and in the wholesome atmosphere of country life, where their children could have the advantages provided the children of the town and cities, minus many of the disadvantages.

It would be hard to conceive of a more ideal school condition than here at Maple Lawn.

The school provides for ten grades, fully approved by the State Department of Public Instruction.

Several thousand dollars have been spent in books, apparatus and general equipment. University and college graduates and teachers



Maple Lawn School.

of experience, experts in their line, are engaged to conduct the instruction and management.

For the most part the children furnish their own conveyance to and from school; in fact, a large number of them live close enough to walk. Last year and this a bus was provided for a few living the farthest away. But this route is only about $3\frac{1}{2}$ miles long and direct, so that this kind of a school centrally located, practically does away with the great objections to consolidated schools, the busses.

Maple Lawn district not only has one of the very best schools for its children but it typifies the ideal community life and spirit. If



Children and Playground of Maple Lawn School.

anything needs to be done at the schoolhouse or grounds, they all pitch in and do it. The men and women, each for their own work, with usually a feast and visit afterwards, all going home much better

and happier for the contact and task completed together for those they love.

Frequent community meetings are held during the winter months.

Twenty thousand dollars would be a conservative value of the school plant. The district comprises about ten sections and was organized and the school house built in 1916. The school is placed on a 3½ acre tract which affords plenty of play ground for the children as well as ample room for the school garden and the superintendent's garden.

The present faculty is as follows:

W. H. Manifold, B. A., University of Nebraska, Superintendent.

Mrs. W. H. Manifold, B. Di., Colorado (Teachers College), Primary.

Mrs. Goodenough, Iowa State Teachers College, Intermediate.

Of all good things the country children deserve the best.

Thos. E. Johnson, Sec'y, Maple Lawn School.

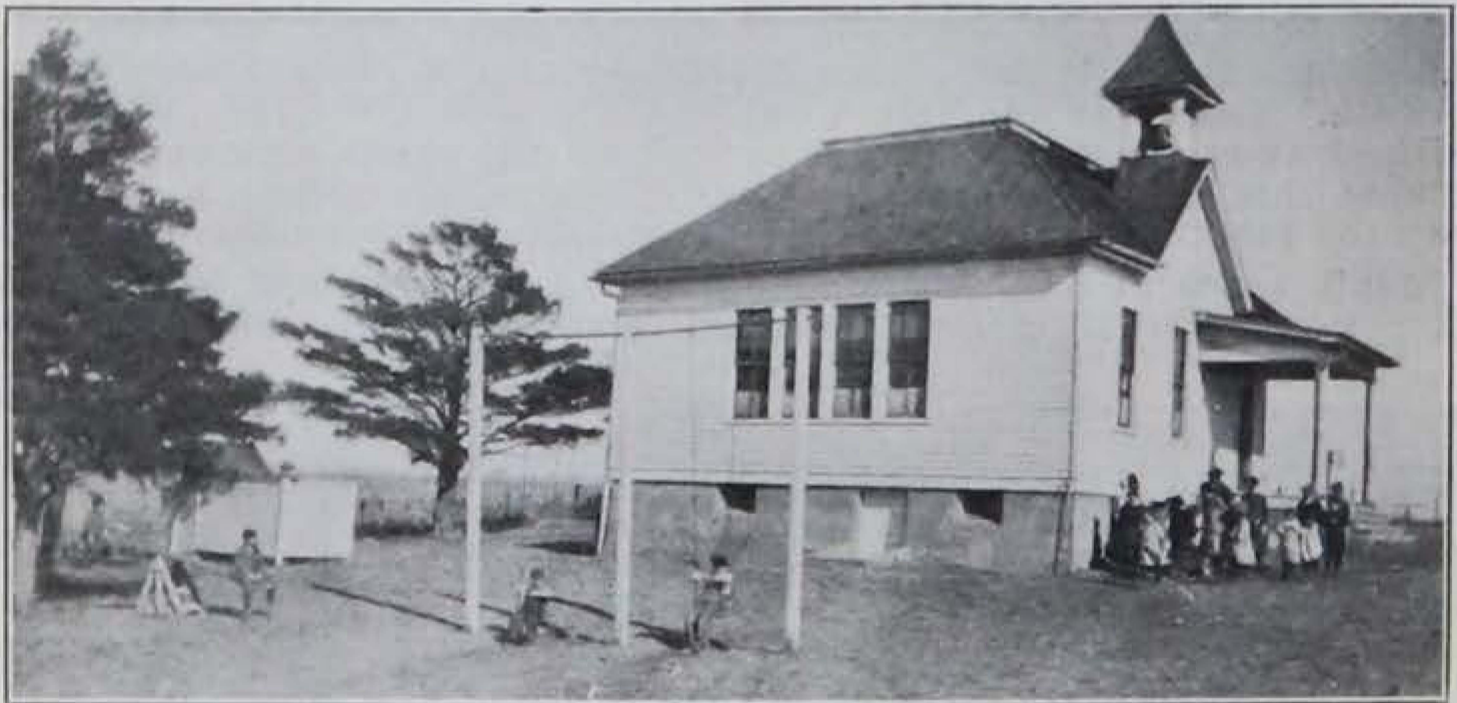
JASPER COUNTY RURAL SCHOOLS

LUCY E. HALL, *County Superintendent*

ARMSTRONG SCHOOL

Newton Township No. 5, known as the Armstrong School, was standardized in 1921. At that time there were just 12 pupils so that the average attendance was a little over ten but the enrollment has steadily increased until during the fall of 1924, there were twenty-eight at one time.

Miss Rena Cox was the teacher of this school for six years, leaving the summer of 1924 when she was married. She did excellent work



Armstrong School, Jasper County.

during these years and her work is being ably continued by Miss Gladyce Bunker. Both teachers are Normal Training graduates from the Newton High School Normal Training Course.

The director of the school is Mr. C. Everett Smith and he takes a great deal of pride in the school and keeps everything up in excellent shape. The patrons also are proud of the school and it is no uncommon thing for them to take their dinners and go over to the school-house, into the basement and have a fine dinner ready when the teacher dismisses at noon.

In equipment, this school is one of the best in the county. It is a modern building with an entry hall in which is a sink with drain, a

good mirror, cupboards for dinner pails, a telephone, a drinking fountain with bubbler, paper towels, and a small case with first aid equipment.

The main school room has a piano, built in book cases with three sets of Encyclopedia and Book of Knowledge, plenty of supplementary readers and a large number of good reading material for all grades. All books were carefully shellaced before they were put into the hands of the children.

There is plenty of good slate blackboard, good single seats of various sizes, a good sand table, a small table and six small chairs for the little people, a table with magazines and books for reading, good maps, globe, victrola and plenty of records, material for busy work, etc.

The room is always tastefully decorated and the work of pupils is displayed from time to time.

For four years this school has been first or second at both the State and County Fairs in the Standardized Collective exhibit and has had a number of prizes on individual entries.

There are swings and teeter boards on the school ground and the school is supplied with volley ball and net and with other kinds of balls for the various games.

This school has always had a fine spirit of cooperation among the pupils and parents. They were one of the first to have hot lunch and for several years have served at least one hot dish each day. The director has made tables for the basement and the dinner is eaten in the basement, the pupils taking turns in washing dishes and cleaning up the room.

JONES COUNTY RURAL SCHOOLS

NELLIE V. MOREY, *County Superintendent*

Anamosa, Iowa

Greenfield Center School is located in Section twenty-two, Greenfield Township, Jones County, Iowa, and derives its name from the fact that it is located in almost the exact center of the township.

During the fall of 1921, at the suggestion of the County Superintendent, Miss Nellie V. Morey, the proposition to make this a Standard School was carefully considered. As a result of this consideration, Center School began to take on an improved appearance. During the early part of the year a well had been drilled; the building, which had been built with particular thought to proper lighting and ventilation, was in excellent condition; the grounds were large and well drained; there were nine large shade trees belonging to the school; the library contained almost one hundred volumes; the entire community was awake and willing to work and it was found that the time to raise the school to the Standard list had come.

During the Thanksgiving vacation the interior of the rooms was given two coats of light tan paint, in flat, and the walls were tastefully decorated. This work was donated by three of the fathers in the district.

The seats were removed from the floor and were placed on skids made from two-by-fours, thus making it possible to shift them when social functions were held in the building and at the same time making the janitor work less burdensome.

Several good books were donated; plain white material for sash curtains was purchased and the curtains were made by one of the mothers; another lady donated large copies of portraits of Washington, Lincoln, Wilson, and Pershing; a former member of the school board donated material from a steel windmill tower for a flagstaff and a birdhouse pole; three of the fathers donated the material and made

a substantial three-board teeter; the secretary of the school board gave the poles from which the framework for four swings were erected, this being replaced about a year later by a steel frame erected by the president of the board and one of the fathers; an eight-grade pupil made and donated a birdhouse; the pupils took subscriptions for a magazine and caught gophers on the surrounding farms, thereby earning the money to oil the floors and to help purchase a new flag; the board hired the exterior of the building painted; the teacher and pupils set out three young trees; the men from the entire community gathered and cleaned up the place; and on April 27, 1922, Greenfield Center School was checked and found eligible to be entered on the Standard list.

On February 3, 1922, the parents and pupils met at one of the homes in Center district and organized what has been known as the Greenfield Center School Club, the first of its kind in the county. This club has done much toward bringing the desired co-operation within the



Greenfield Center School. Alonzo Hunter, Teacher.

community, has helped to develop, in a marked degree, the talent that is present in all alert rural communities, and at the last meeting numbered about seventy-two in membership.

On October 25, 1922, Center School began serving hot lunch. This has been maintained to the present time and it is noteworthy to state that at no time since the hot lunch was inaugurated has the school been closed because of epidemic. Other health projects supporting the hot lunch theory have been introduced.

The scholarship of Center School ranks high. During its existence as a Standard School there have been seven pupils graduate, all of whom are attending high school and one of whom was awarded a special diploma for writing a set of examination papers which ranked as one among the thirty best sets of papers in the state of Iowa.

The school board who have made it possible for this school to advance are as follows: President, Otis Siver; directors, Clarence B. Peet and Clint Houseworth; secretary, V. J. Peet; treasurer, Mrs. V. J. Peet.

The teacher, who has been in charge of this school since the fall of 1920 and who holds a state certificate, is Oliver Alonzo Hunter.



Salina School, Lockridge Township, Jefferson County.

This schoolhouse was built in 1919. Faces south and is located on one acre of ground. Large basement and furnace and fuel room.

JOHNSON COUNTY RURAL SCHOOLS

W. N. LEEPER, *County Superintendent*

SUMMIT SCHOOL

The first meeting recorded of this independent district is March 9, 1874. It then became known as the Summit School. On this date the electors held their first business meeting.



No. 5, Independent Rural, Graham Township, Johnson County.

The school ground, consisting of one acre, was donated to the district by Mr. J. M. Hoffman, from the corner of his farm, to be used

for school purposes only, and no other. There has been school here ever since that date. The present building built in 1910, is the third building erected on this site.

The building and grounds are well kept and well located. The township building is located on a corner of the same plot of ground.

A good spirit has always prevailed among the people of this district and they have prided themselves in keeping the school building in the best of repair, inside and out, and supplied with the necessary equipment and material for a good school.

This school was standardized in 1924.

Miss Gladys M. Parsons is now teaching her fifth year in this school.

KEOKUK COUNTY RURAL SCHOOLS

H. S. McVICKER, *County Superintendent*

COAL CREEK SCHOOL

The Coal Creek school, District No. 9 of Prairie Township, Keokuk County, Iowa, was the first school to be established in Prairie Township. It was organized in 1855, at which time the schoolhouse was built on the same grounds that are now occupied by the Friends' parochial school, located about two hundred yards south-west of the present school site. On account of the large enrollment, the building was enlarged to a two-room school in 1877. For a number of years both rooms were used for school purposes, but of recent years only the room on the first floor has been used. The community has always shown a commendable interest in their support of the school. At one time the attendance was fifty pupils; there are twenty-five enrolled at the present time, 1925. A full school year has been maintained each year since the establishment of the institution.

The school was first standardized in 1920. The room is 28 by 30, not including entry-way or cloak rooms. The building is well lighted and well heated.

It is located on a beautiful site, with plenty of play ground and shade trees, and is equipped with a giant stride, tennis court, and basket ball grounds. The happy children of this community enjoy all these games but occasionally return to the good old game of base ball.



Coal Creek School.

FRANKLIN COUNTY RURAL SCHOOLS

HARRY J. HENDERSON, *County Superintendent*

MORGAN DISTRICT

This school is typical of the nine buildings, five schools of which are standardized, in the district township of Morgan, Franklin County, Iowa. The teacher, Mrs. Winifred Korth, is one of the most experienced



A Typical Franklin County School.

in the county and one to whom much credit is due. Not only is the teacher and her pupils worthy of praise, but the whole surrounding community takes an active interest in the affairs of the school pictured above.

DISTRICT NO. 6, HAMILTON TOWNSHIP

One of the newly standardized schools of Franklin County is that in district number six, Hamilton township. It is located in the midst of an excellent farming community where the people believe in having the best there is for their boys and girls. The teacher is progressive, professional, and ever awake to the interests of her pupils and the patrons of the district which she serves.



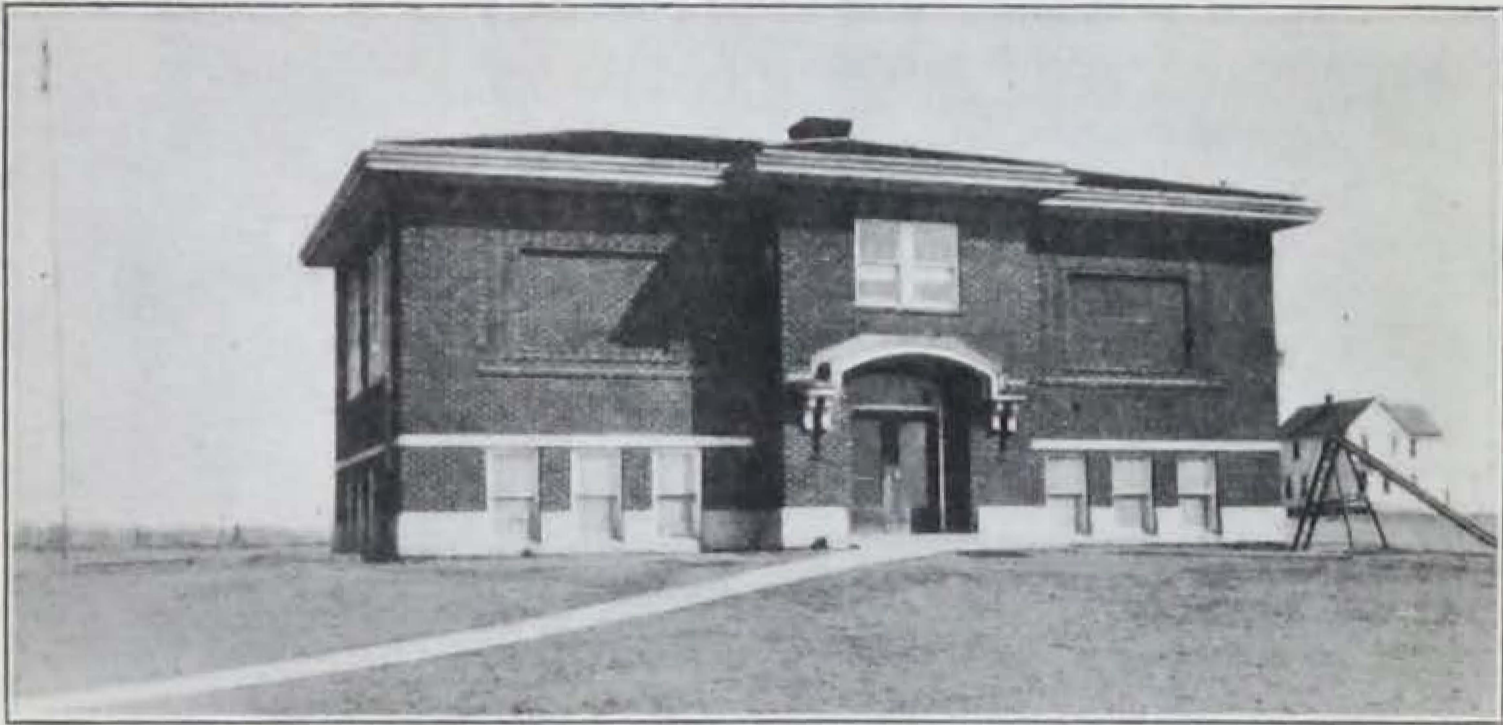
District No. 6, Hamilton Township, Franklin County.



Lillian Wallace, Teacher in Above School.

BRADFORD SCHOOL, FRANKLIN COUNTY

One of the first schools to be standardized in Franklin County was the two-room one at Bradford. The success of this was such that the organization was changed this past year and it is now an approved nine-grade school employing three teachers. The building is equipped



A View of Bradford School.

with a modern heating and ventilating system. There are manual training and domestic science appliances and the usual maps, globes, dictionaries, reference works, etc., necessary in an approved school. The patrons are one hundred per cent in supporting the little school located in this typical little Iowa community.

IOWA COUNTY RURAL SCHOOLS

ALLIE PAINE, *County Superintendent*



Amana Standard School.

STANDARD SCHOOLS, LEE COUNTY

E. C. LYNN, *County Superintendent*



Eagle School, Jackson Township, Lee County

Standardized in 1922. Has since organized Parent-Teachers Association also Women's Club, both of which are keenly interested in the school. Vera Phillips is the teacher.



Summitt School, Jackson Township, Lee County.



Hickory Grove School, Lee County, as Built in 1870.



The schoolhouse is built of red brick and is surrounded by a large playground. There are fifty-four trees on the school ground.

Since the school became standardized in 1920, much equipment has been added including maps, charts, piano, victrola, clock, single seats, sand table, room furnace, pictures, tan shades, white curtains, a book case filled with good books and a new teacher's desk and chair.

The playground equipment consists of swings, teeter board, croquet set, turning poles, base ball, indoor base ball, volley ball, and bat.

The children take much interest and pride in keeping the school-room neat and attractive.

Community meetings are held where the parents meet and discuss the problems of the school.

Mabel E. Krichel, teacher.

OSCEOLA COUNTY RURAL SCHOOL

ELIZABETH TREI, *County Superintendent*

RINUS SCHOOL, DISTRICT NO. 1, WILSON TOWNSHIP

Flossie Anderson taught the years 1920-1922. During the year 1920-21 at five social gatherings and programs the patrons began to talk of having a new school building. They realized how difficult it was for thirty children to do good work in a small room. The building was fairly good. In the summer of 1921, the old building was sold and moved off the ground.

The new building, 32x32 was complete in October. It has full basement with furnace and good ventilating system. The separate library, cloak rooms and entrance to the basement are on the east.

Much interest has been taken by the community in providing equipment and standardizing the school.

PLYMOUTH COUNTY RURAL SCHOOLS

CHRISTINE PETERSEN, *County Superintendent*

DALTON SCHOOL

About thirty years ago, the Dalton school was made an independent school district. Four years ago the school board and teacher began to work toward standardization. Money, in part, for necessary equip-



Dalton School.

ment was obtained by school programs and entertainments. With the splendid cooperation of the school board, the Dalton school became standardized in 1924.

The Dalton school is fifty feet by twenty feet, well lighted and ventilated. It is surrounded by a large fenced playground which has splendid equipment as well as several shade trees. The interior of the school is well equipped in every way.

Mrs. W. W. Walker, teacher.

LINN COUNTY RURAL SCHOOLS

LULU B. SECRIST, *County Superintendent*

UNION NO. 1

Union No. 1, College Township, is the best one-room Standard Rural School in Linn County. It has had the same teacher, a four-year college graduate, during the past six years; is well graded and well equipped both within and without. It has a basement furnace as do most all of our best Standard Schools. It has a basket ball court, a five plank teeter (shown in one picture) and is a fine rural school. All of its six eighth graders made excellent marks in their recent examinations and all of the work is of superior quality. The enrollment is thirty-eight pupils.



Union No. 1, College Township, Linn County.

WAPELLO COUNTY RURAL SCHOOLS

CELIA M. BELL, *County Superintendent*



Munterville School, Polk Township,
Wapello County.

MUNTERVILLE SCHOOL,

This school was standardized in 1921 and has had no trouble meeting the requirements since that time. There is a good school spirit there and they have built up the equipment so that they now have most of the materials needed in a rural school. They have a good heating plant in the basement but no indoor toilets.

Munterville is in a Swedish locality and is a real community center as they have there a church and a community house as well as the school. The people of Munterville are quite proud of their standard school.

MONTGOMERY COUNTY RURAL SCHOOLS

MRS. HATTIE E. HOUGH, *County Superintendent*

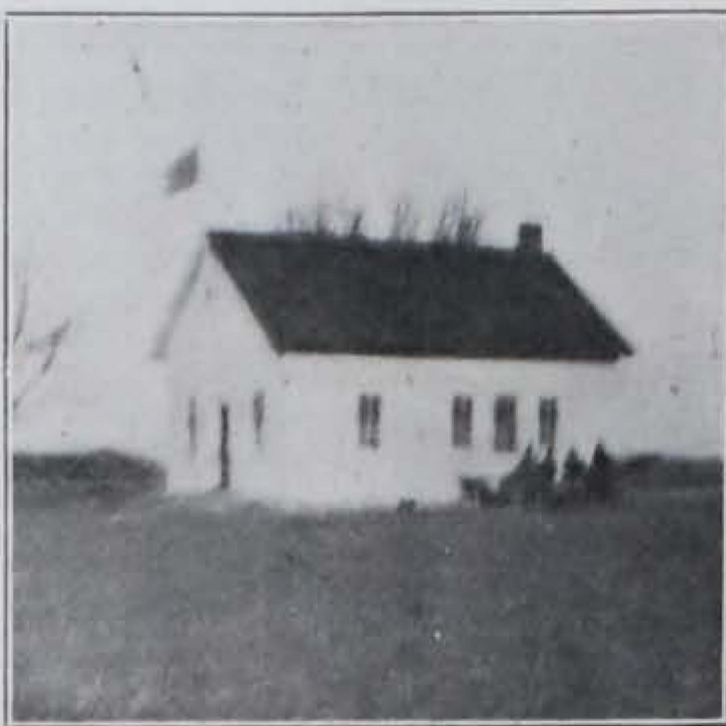


Highland School District No. 6, Montgomery County.

Highland School, District No. 6, East Township, Montgomery County, is located five miles northwest of Villisca. The school was standardized in 1924 under the present teacher, Miss Dorothy Roberts, with an enrollment of sixteen.

MARSHALL COUNTY RURAL SCHOOLS

C. E. SHUTT, *County Superintendent*



Rural School Number 4, Township of Marion. Standardized in 1921. Felchie Woollard, teacher.

MARION COUNTY RURAL SCHOOLS

SADIE BATTEN, *County Superintendent*



Elm Ridge School, Marion County.

Elm Ridge is located in what at one time was a ridge of majestic elms. The schoolhouse was built upon the crest of the ridge and the present modern building takes the place of the old type school building which was destroyed by fire some 12 years ago.

The building is in good condition and is well cared for. Since its standardization in 1923 the school is a source of pride not only to those directly interested in it but to the whole community.

OSCEOLA COUNTY RURAL SCHOOLS



Rinus School, District No. 1, Wilson Township,
Osceola County.

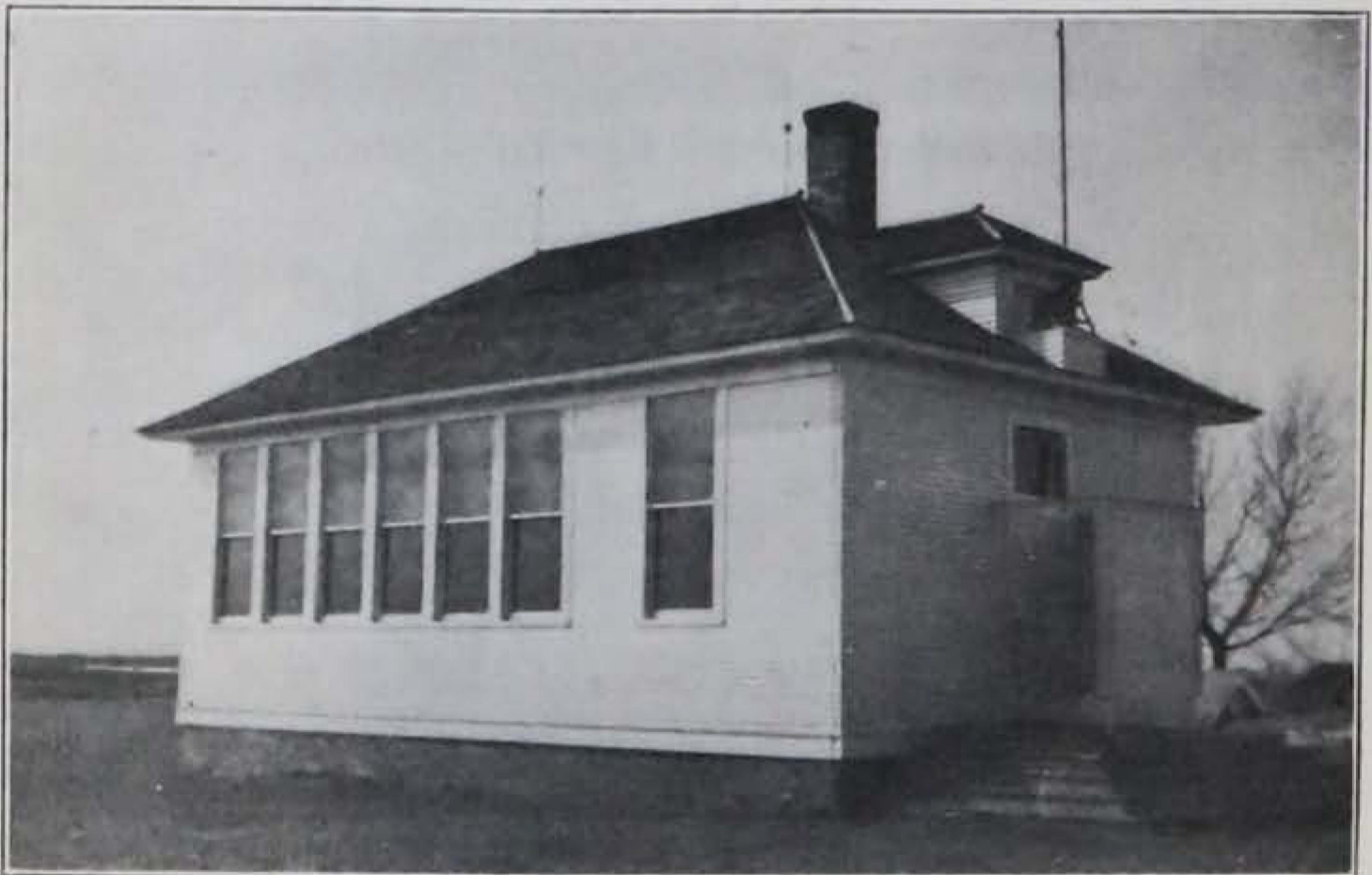
O'BRIEN COUNTY RURAL SCHOOLS
JENNIE HERBSTER, *County Superintendent*



Carrol School of O'Brien County, District No. 5.

Standardized in 1921. Luella Hensch, teacher. People of the district are eager to encourage anything that leads to the betterment of their community.

POCAHONTAS COUNTY RURAL SCHOOLS
MRS. GRACE D. McMICHAEL, *County Superintendent*

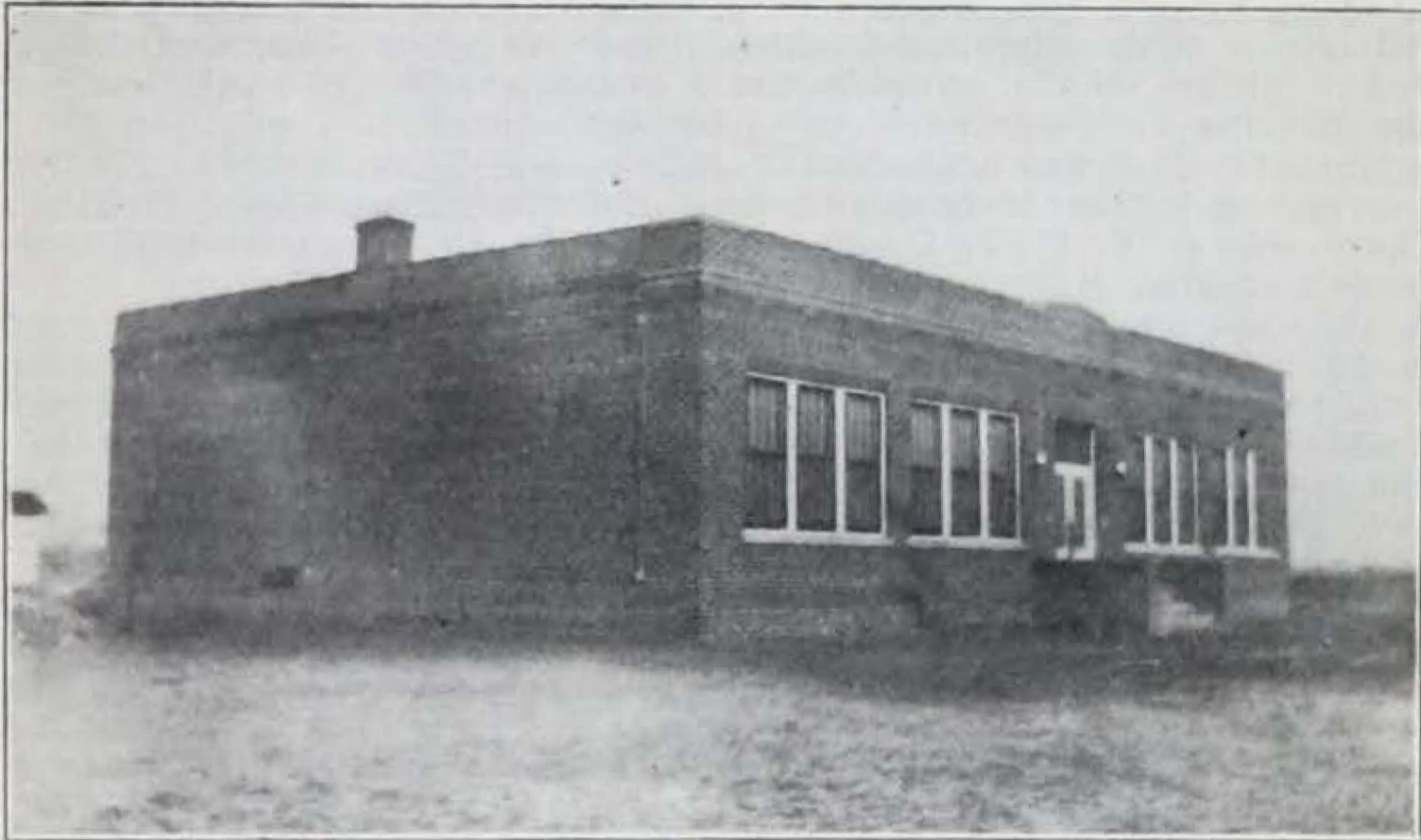


Colfax No. 2, Pocahontas County

This school was standardized four years ago. The community takes great interest and pride in the school and results are evident.

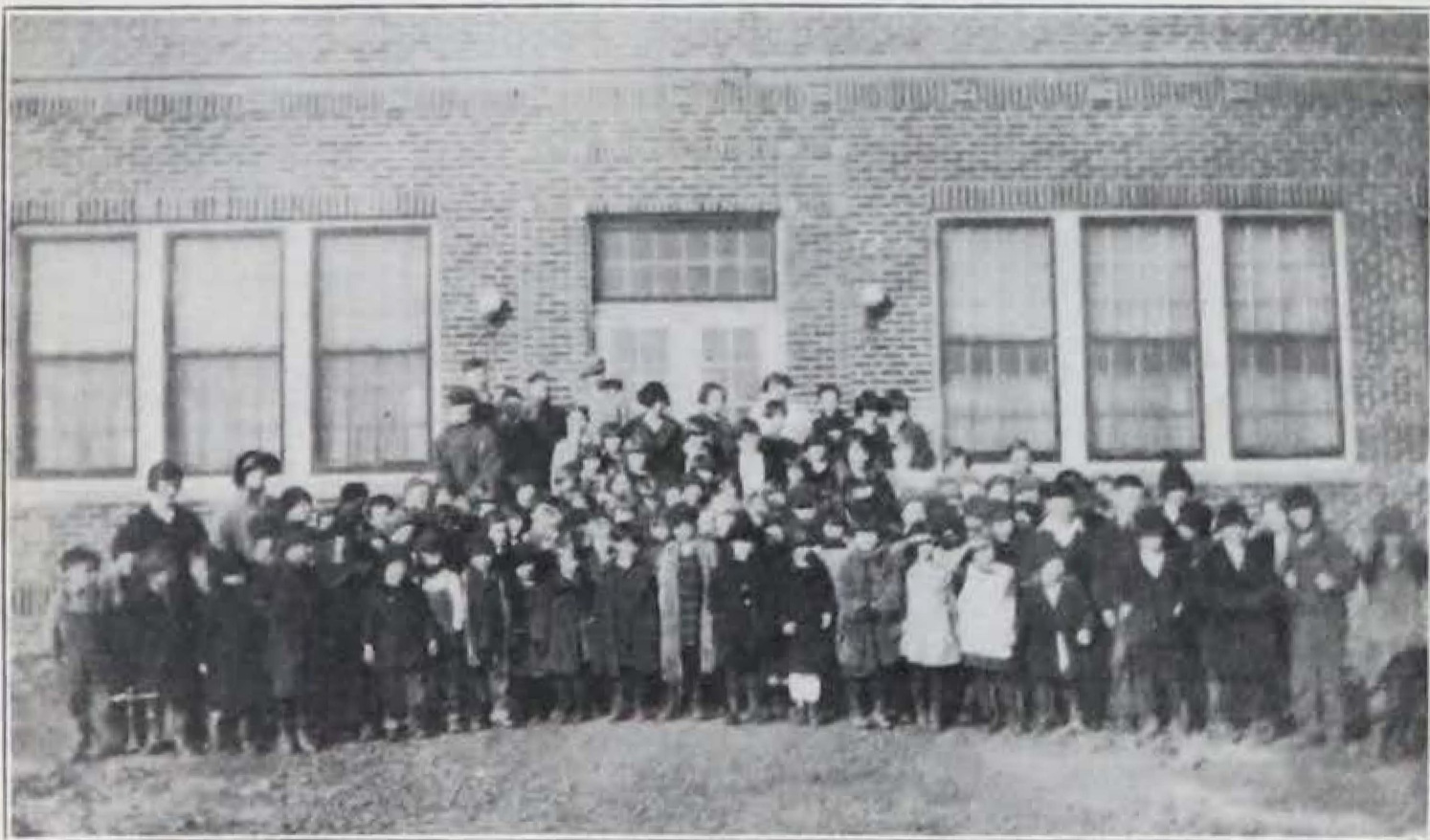
POTTAWATTAMIE COUNTY RURAL SCHOOLS

CHARLOTTE DRYDEN, *County Superintendent*



Manawa School or Lewis No. 10, Pottawattamie County.

The Manawa school, or Lewis No. 10, has been chosen as the school which has made greatest progress since the standard work began. In 1918 it was a one room school, which increased from eighteen children for several years previous, to thirty-five in the fall of 1918. In 1919 it increased to about forty-five in attendance; in 1920 to fifty-six and the building was enlarged. In 1921 there were 72-76 and an extra teacher was hired. The school board decided to build a four-room



Pupils of Manawa School or Lewis No. 10, Pottawattamie County.

school in 1922 and three of the rooms were immediately made standard and the other became so in 1925.

The building is of brick, with room furnace in two rooms, as the soil is so full of water it prevents a basement. There is an excellent ventilating system and modern equipment of many kinds such as is found in our town schools, as maps, globes, encyclopedias, also reference and library books, supplementary readers, primary equipment, a piano, victrola and suitable pictures for each room.

A Mothers' Club was organized in 1920 and P. T. A. in 1924. There has sprung up a great interest in school improvement and local welfare.

There was a W. C. T. U. medal contest in 1924 in which Wilma Coverdell of Mrs. Karr's room won the medal.

In 1921 the teachers were Mrs. Josie Karr and Miss Louise Rapp.

In 1922-1924 the teachers were Mrs. Josie Karr, Miss Marguerite Herwig and Miss Belle Morrison. In March, 1923, Miss Doris Killins was added as teacher in the other room. Each teacher has two grades.

The teachers for 1923-1924 were Mrs. Josie Karr, Miss Marguerite Herwig, Miss Belle Morrison and Miss Doris Killins. For 1924-1925 Mrs. Josie Karr, Miss Marguerite Herwig, Miss Dorothy Barclay and Miss Doris Killins.

STORY COUNTY RURAL SCHOOLS

GEORGE H. KELLOGG, *County Superintendent*

CLEAR VIEW SCHOOL

In February 1923 the school house in No. 5 Washington township burned. Nothing was saved except a few books. A meeting of the voters of the township was called to discuss what should be done. The county superintendent was called to this meeting for consultation. The question of consolidation was discussed, but the preponderance



Clear View School, Washington Township, Story County, Iowa.

of opinion seemed to be for a new building. It was finally decided that if the people voted a new building that it should be of an up-to-date type. The election was called to vote on a bond issue for a new

modern rural school. The bond issue carried without a dissenting vote. The result was the accompanying building.

The new school was dedicated as Clear View. It is situated on the Jefferson Highway, one mile south of Ames. The old school on this site furnished the country with a number of famous men and women. Among these was "Billy" Sunday, the noted evangelist who learned his early lessons within its walls.

The building is of matted faced tile construction of a red chocolate color. It has a full basement finished with a cement floor throughout. It is divided into a play and lunch room, furnace room, fuel room and water-flush, sanitary toilets for boys and for girls. A large pressure tank is installed underneath the basement floor. Water is pumped into this tank by a gas engine. This tank furnishes the water for the toilets and for a bubbler on the floor above. The school room is lighted from left and rear, the windows are fitted with adjustable light tan shades. It is seated with 24 single seats of four sizes. These seats are the tubular steel type. A book case with a capacity of 300 books is built into the school room. The school has the usual equipment found in a Standard school and in addition has a piano and a victrola. The teacher for the year of 1924-1925, Lucile Mayhew, is a graduate of the two-year normal course of Morningside College and holds a State Certificate. At the present time there are 21 pupils enrolled in this school. The school board in Washington township believes in having the best procurable for their four schools. They recently voted to purchase a set of Compton's Pictured Encyclopedia for each school. Mr. Fred Randau, Ames, Iowa is president of the board.

The Clear View school is prepared for visitors at all times. We shall be glad to have anyone interested in a modern rural school call and inspect the building and the work being done here.

TAMA COUNTY RURAL SCHOOLS

MRS. MARY RICHARDS, *County Superintendent*

FIFTEEN MILE GROVE SCHOOL

The Fifteen Mile Grove School got its name from its proximity to the old inland postoffice by that name. With the coming of free mail delivery in the country, the post office was abolished but the school still goes by that name. Officially it is District No. 3, Lincoln Township, Tama County, Iowa.

The building, which is the second, was built in 1884. Due to the excellent material used and the careful attention to upkeep that has been given it, the building is in very good condition.

The early directors, with very generous foresight, planted trees profusely, with the result that the school ground is really beautiful. In fact, a banker in a nearby town has said it is the best looking rural school he has ever seen.

For many years church services and Sunday school were held regularly in this building and were abandoned only with the advent of the automobile which brought their own churches within reach of many.



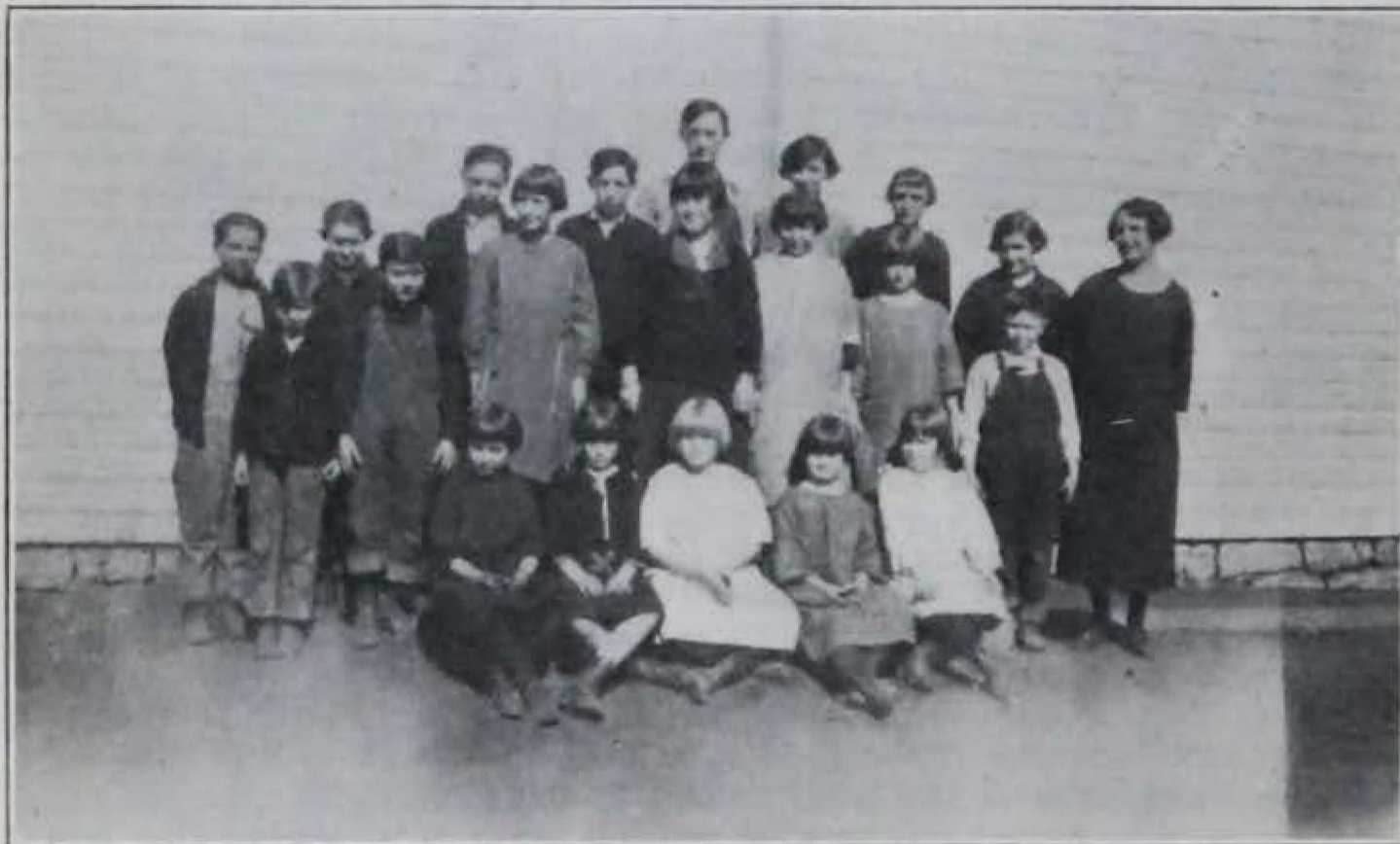
The Fifteen Mile Grove School.

MADISON COUNTY RURAL SCHOOLS

KATE Z. KALE, *County Superintendent*

PENN TOWNSHIP NO. 8

Number 8, Penn Township, Madison County was standardized in 1921. Equipment consists of telephone, gas light, furnace, light tan adjustable shades, supplementary readers. One hundred per cent membership



Teacher and pupils, Penn No. 8, Madison County.

in the Parent-Teachers Association. Meetings held regularly once a month at the schoolhouse. Average enrollment of twenty-three pupils for the year 1923-1924.

ST. ANSGAR TOWNSHIP, MITCHELL COUNTY

BLANCHE McLAUGHLIN, *County Superintendent*



Spring Valley School. Marie Denning, Teacher.

TAYLOR COUNTY RURAL SCHOOLS

J. ROBERT STEEL, *County Superintendent*

The Pines school was built in 1917. It is one-story building with windows on the west and south. The dimensions of the building are twenty-five by thirty feet. There are separate cloak rooms. The walls are tinted buff with a cream color ceiling. The room is equipped with an up-to-date set of eight maps, a ten-inch globe, cooking utensils, jacketed stove, primary reading charts, single seats, organ, victrola, a



Pines School, Taylor County.

good library of standard readers, slate blackboard, etc. There are twenty-three nice large pines on a well fenced school yard, from which the school takes its name. There is one of the finest parent-teachers associations in this district in the county. They are all proud of their school.



The teacher, Miss Lindley, is a graduate of the Bedford high school. She has a normal training certificate and has taught six years in the rural schools.

PRAIRIE GEM, TAYLOR COUNTY

The district of Prairie Gem is located in Dallas Township, Taylor County, Iowa. The first schoolhouse, a one-room structure was erected on this site. The present building was erected in the year of 1913. The room is thirty by twenty-five feet. Heated by a furnace, the lighting is good and single seats of four different sizes. The



Prairie Gem, Taylor County.

woodwork is varnished and the walls are painted buff color. The school is well equipped, has one hundred ten volumes in the library, all equipment for domestic science, two sets of maps and a globe, an organ and victrola. The schoolhouse is in the corner of a bluegrass yard, having thirteen beautiful shade trees which makes it an ideal playground.



Nora K. Bloom, teacher, graduate of the New Market high school.



Grove No. 9, Taylor County.

This schoolroom has all the equipment necessary for an excellent school; a good library, a good blackboard, furnace, single seats, maps and victrola. The walls are buff colored which makes a very attractive place where the children are eager to come. This schoolroom together with the appearance of the well-kept yard and shade trees, makes Grove No. 9 what it actually is—one of the best schools in Taylor County, Iowa.



Pleasantview, Taylor County.

The district of Pleasantview is located in Grant Township, Taylor County, Iowa. Seven years ago they replaced the old schoolhouse with a three-room building. The main room, a large hall that is also used as a kitchen and another room with woodwork and bench equipment. The lighting is very good, having windows to the left and back of pupils. Single seats of different adjustable sizes. The interior was repainted this year with cream ceiling, darker cream walls, and still darker wainscoting separated by a dark brown stripe. The floors are oiled, the woodwork varnished and slate blackboard makes the room very attractive. The country around has a level elevation making a splendid place for a school. Teeter board and swings were erected in the yard which is covered with bluegrass and surrounded with beautiful shade trees so that the school was well named "Pleasantview."



Orie L. Jones

The teacher graduated from the Bedford Normal Training High School and took a two-year course at the Iowa State Teachers' College which aided him greatly in standardizing his school. Much beneficial correspondence from the state superintendent's office was offered. The pupils of the community are taking great interest in bringing the school up to and above the required credits.

WINNESHIEK COUNTY RURAL SCHOOLS

GERTRUDE M. CRANE, *County Superintendent of Schools*

ROLLINS SCHOOL DISTRICT NO. 1, BURR OAK TOWNSHIP

I became associated with the Rollins School District No. 1, Burr Oak Township, in the spring of 1917. It was then a good, practically new structure, consisting of a very pleasant room and two spacious cloak rooms. Under the entire edifice was a good basement, which housed the heating plant (a pipeless furnace).

The equipment was scant, mainly, a map case, a few books in the bookcase, together with all other trinkets, collected along the way and stored there for further use. Four rows of seats, both double and single, filled the room, and one old, partly demolished teacher's desk

occupied the space in the front of the room. In the afternoon the sun beat in through the uncurtained west windows.

I found in this community a most congenial and progressive class of people. Their one desire was a good school and upon the appearance of the Standard schools, they immediately put forth every effort to equip their school and make it equal to any other of its rank. In my eight years of experience in this community, I have never yet found a lack of interest in anything which tends to improve their school.

We now have an enrollment of twenty-five children and were compelled to turn away several children from nearby districts, who helped to make the enrollment of former years, due to the fact, that we could not accommodate them, but who appreciated and realized the benefits derived from an equipped and systemized school.

We are now equipped with five rows of single seats arranged in rows according to size and grades of pupils, a kindergarten table and six little red chairs to accommodate the littlest tots, a good table, one



Rollins School. Elizabeth Welch, Teacher.

on which our supply of needs are placed, a good substantial teacher's desk of six drawers. Our music and physical training is made more interesting by the use of a victrola. The children look forward and enjoy the best of literature from our splendid library, consisting of nearly one hundred and fifty books selected through the assistance of our County Superintendent. Last but not least our formerly bare west windows now controls the light by adjustable shades.

During the present school year our school ground was extended by purchasing one-half acre of ground to the east for a ball ground, including base ball and also space for volley ball net. The old portion of the ground has been arranged with three swings and any other play ground equipment they shall see fit to place there in the future.

Each year we have two or three programs of a social nature, which serves to bring out all the patrons of the immediate district, as well as a great number from neighboring communities. We all enjoy the Annual Spelling Contest, consisting of three contestants from each school of the township. The splendid attendance at those functions is in itself evidence of the school interest and enthusiasm of all concerned.

Each school year closes with a district picnic and all rejoice in the completion of one more year of earnest work and good feeling toward all.

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VAN BUREN COUNTY RURAL SCHOOLS

ALEE W. RAKOW, *County Superintendent*



Pleasant Plain School, Village Township, Van Buren County.

This schoolhouse was built about twelve years ago. It was first standardized for the school year of 1920-1921. The average attendance of the school from year to year is about twenty. One of the most successful terms of school in the county is being taught in this school this year.

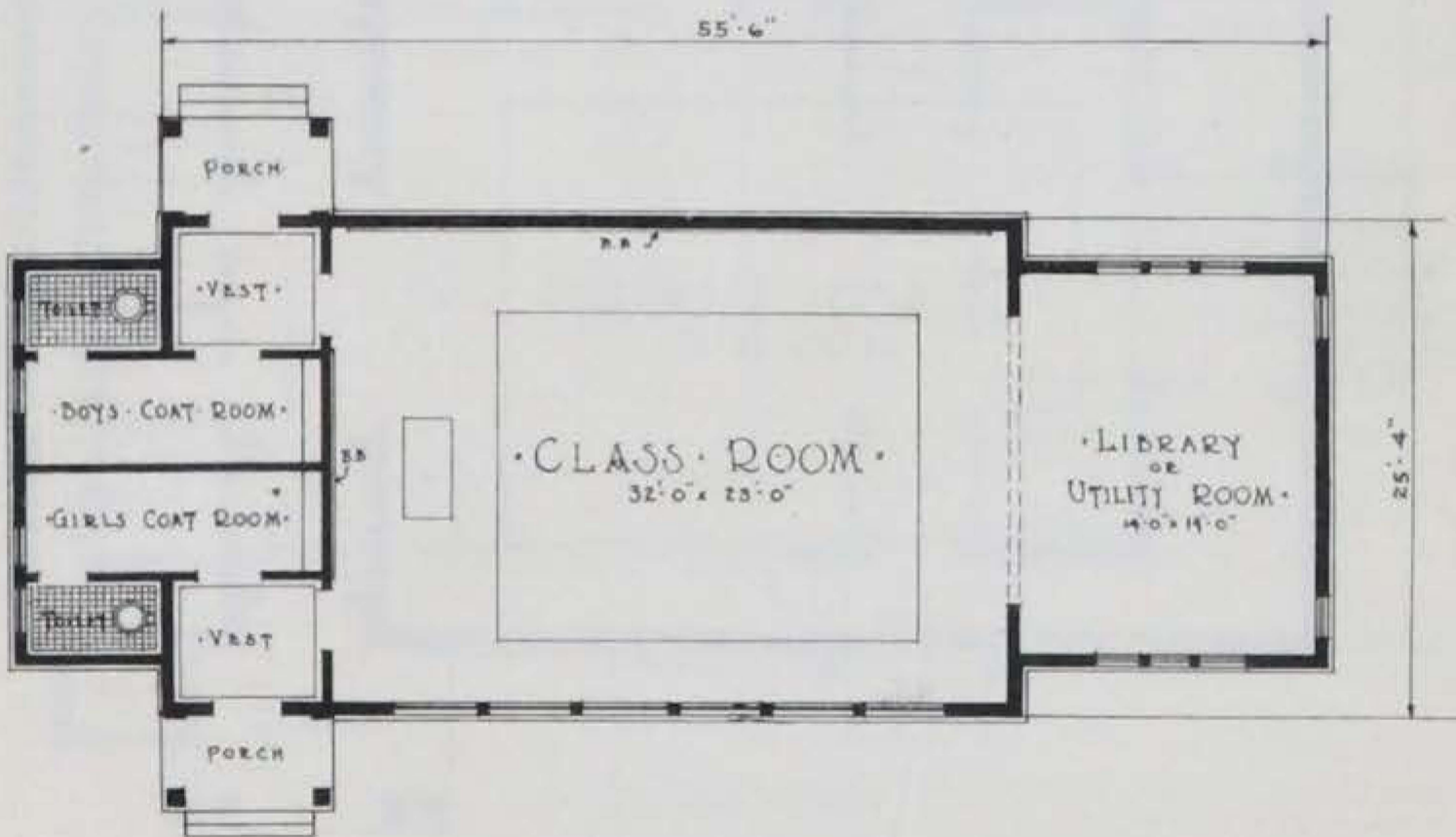
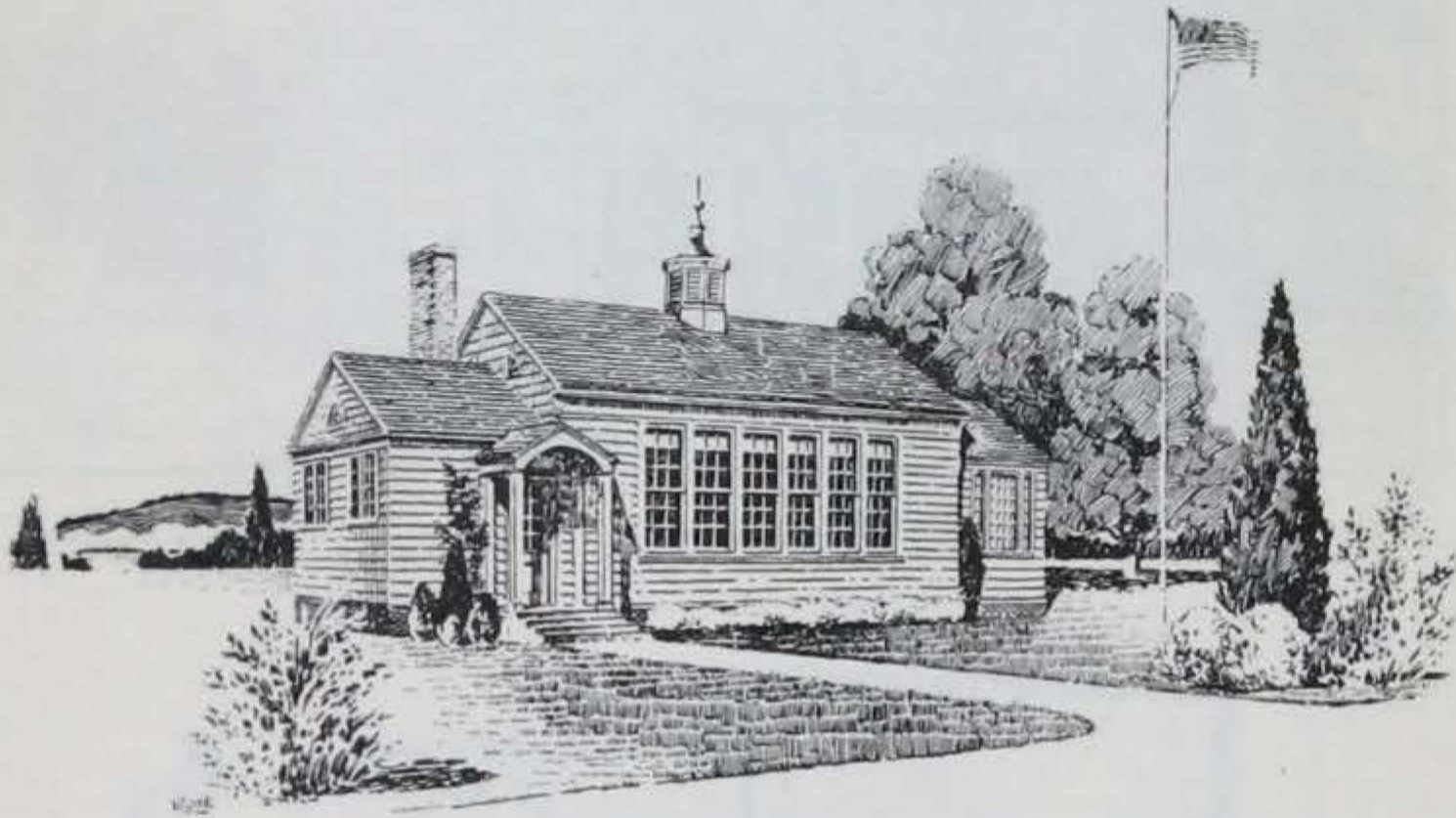
WARREN COUNTY RURAL SCHOOLS

W. M. MCGEE, *County Superintendent*

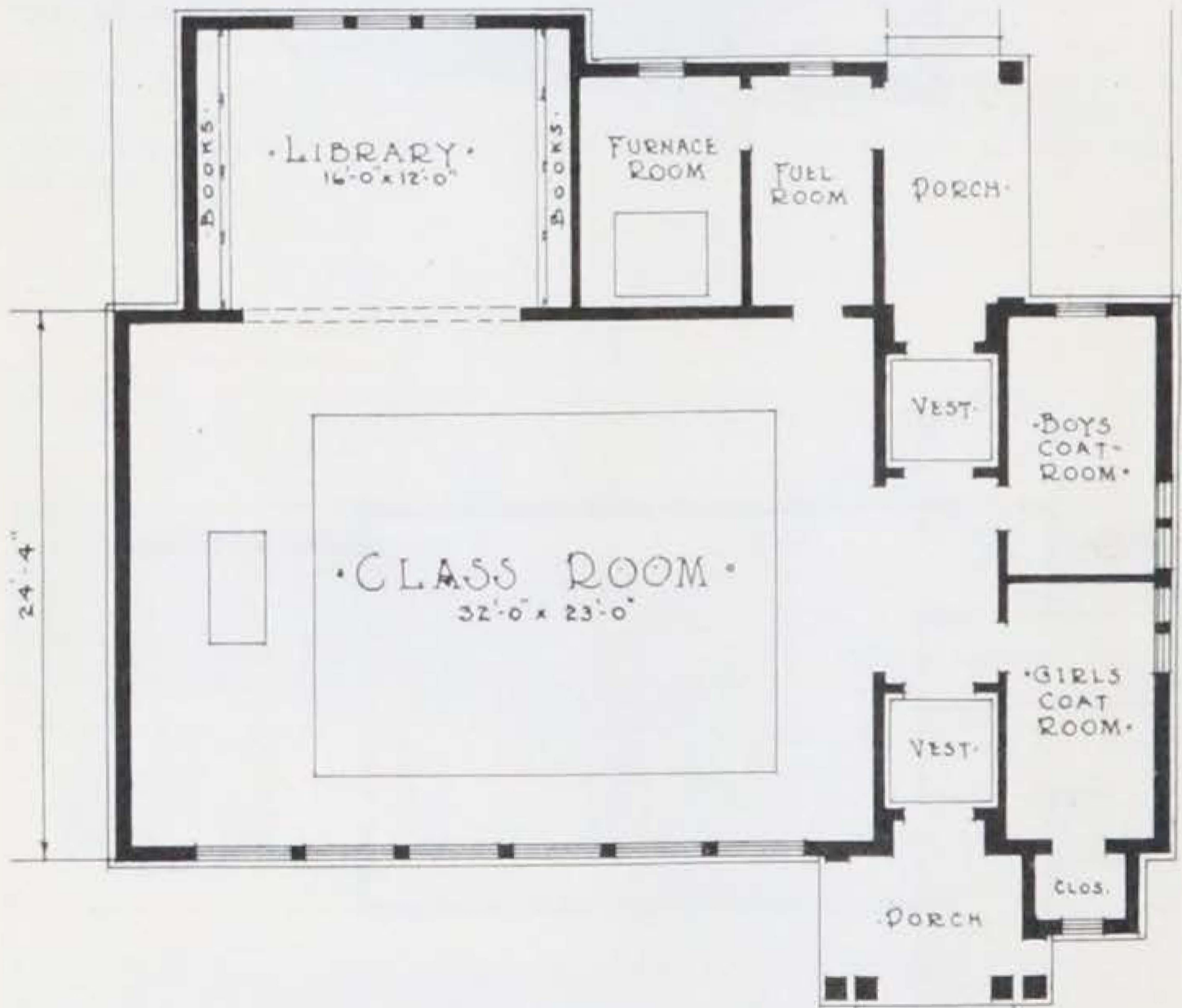
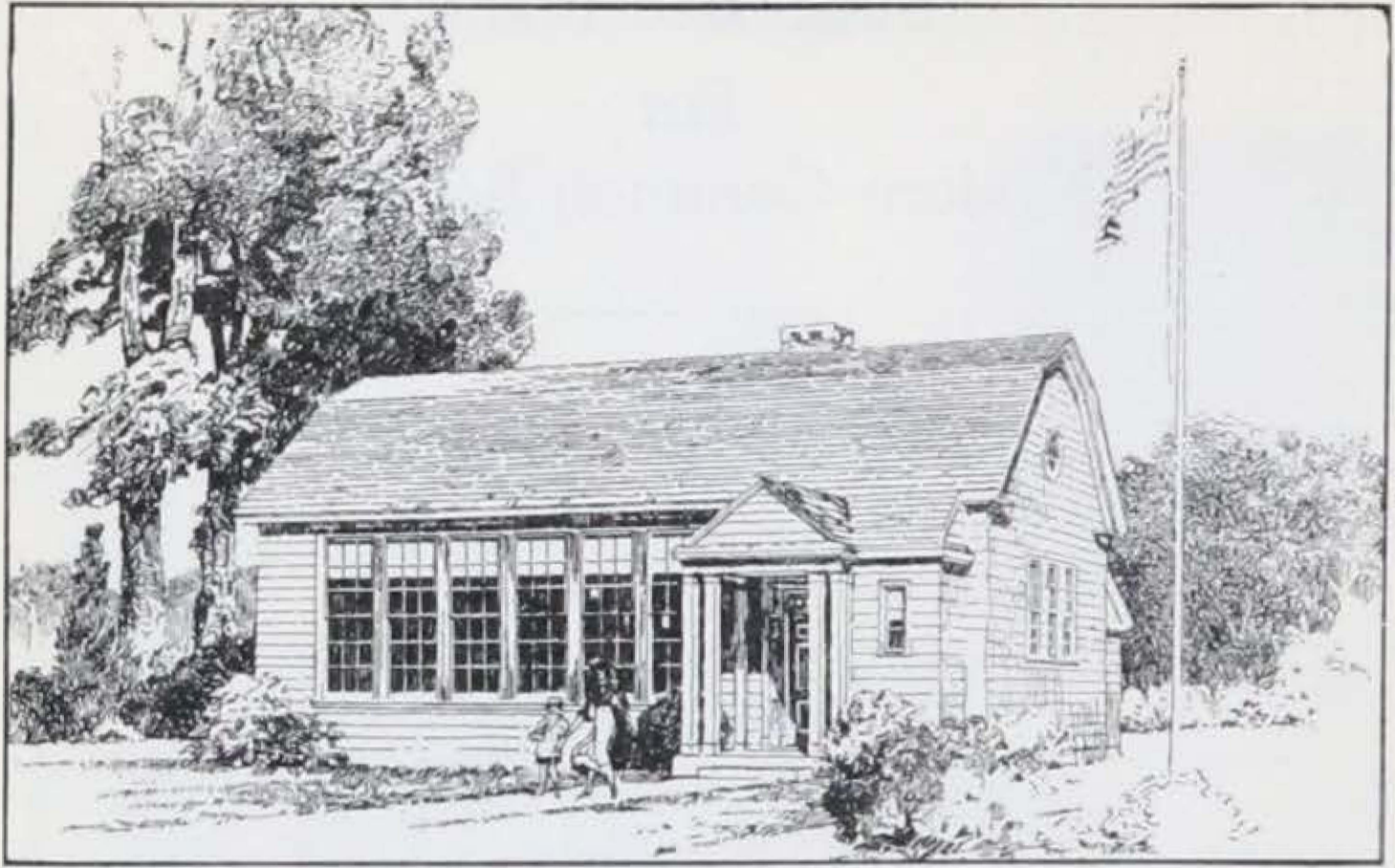


Scotch Ridge School, Allen Township, Warren County

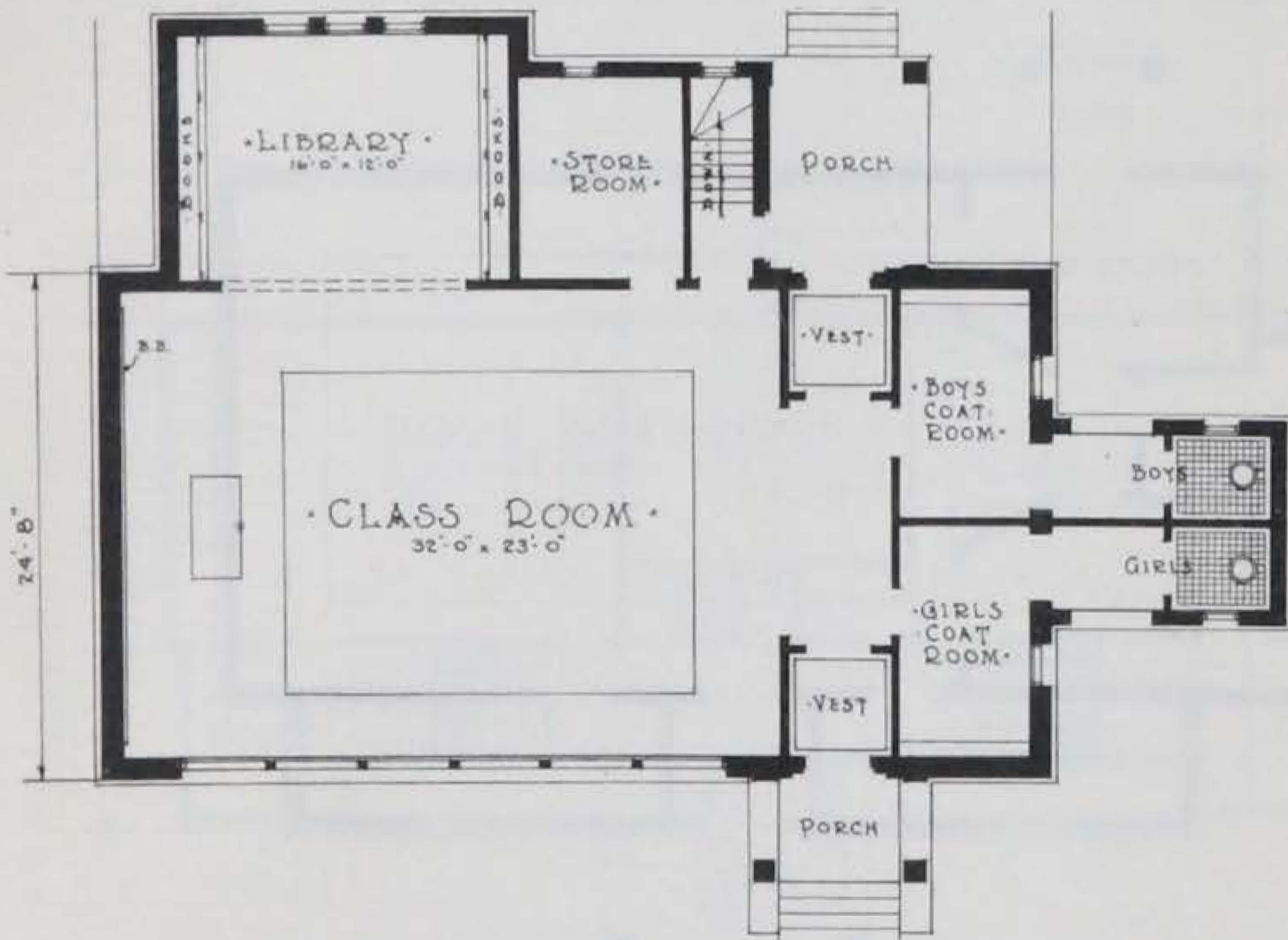
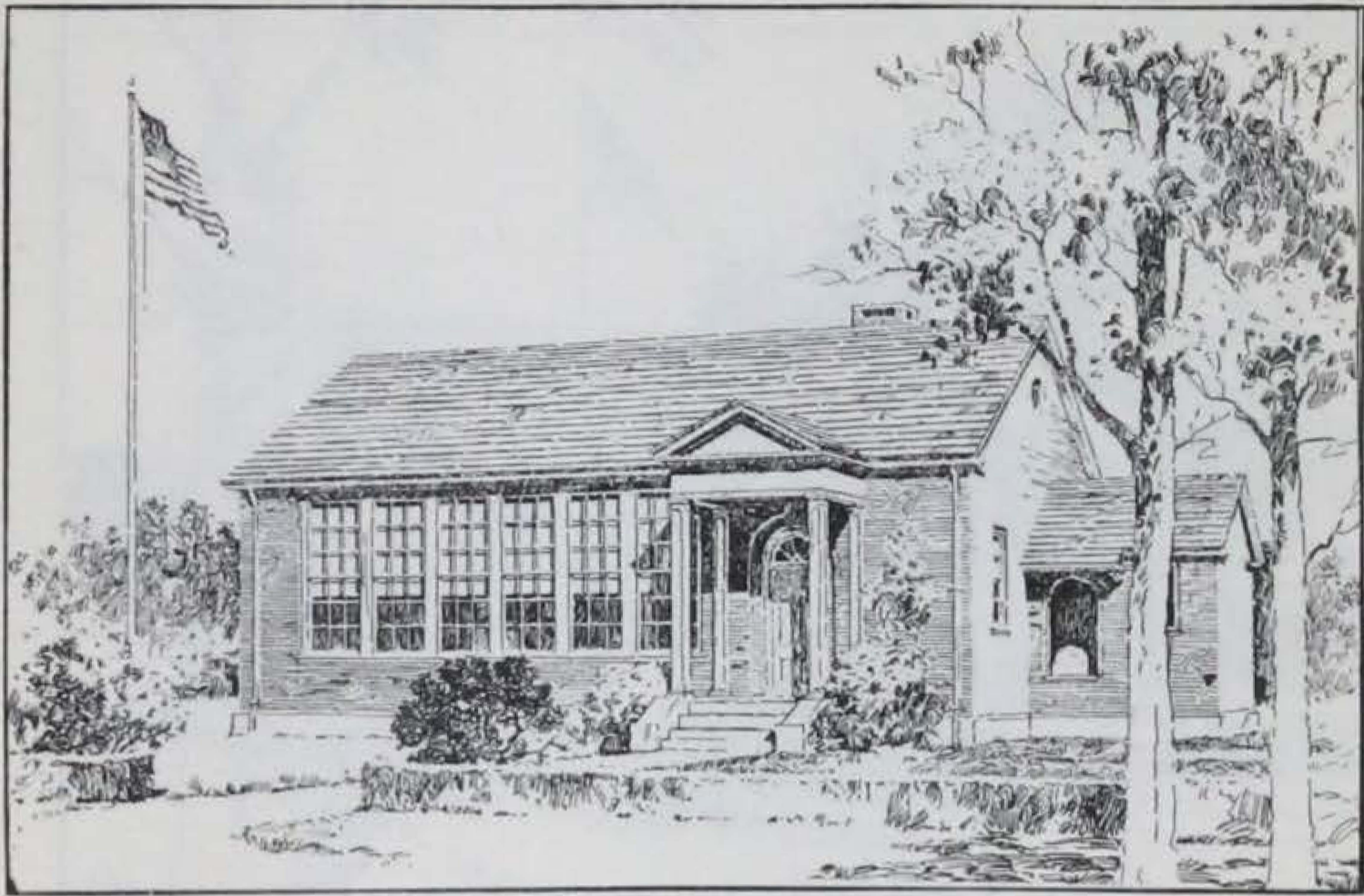
Suggested Plans For Modern Common Schools



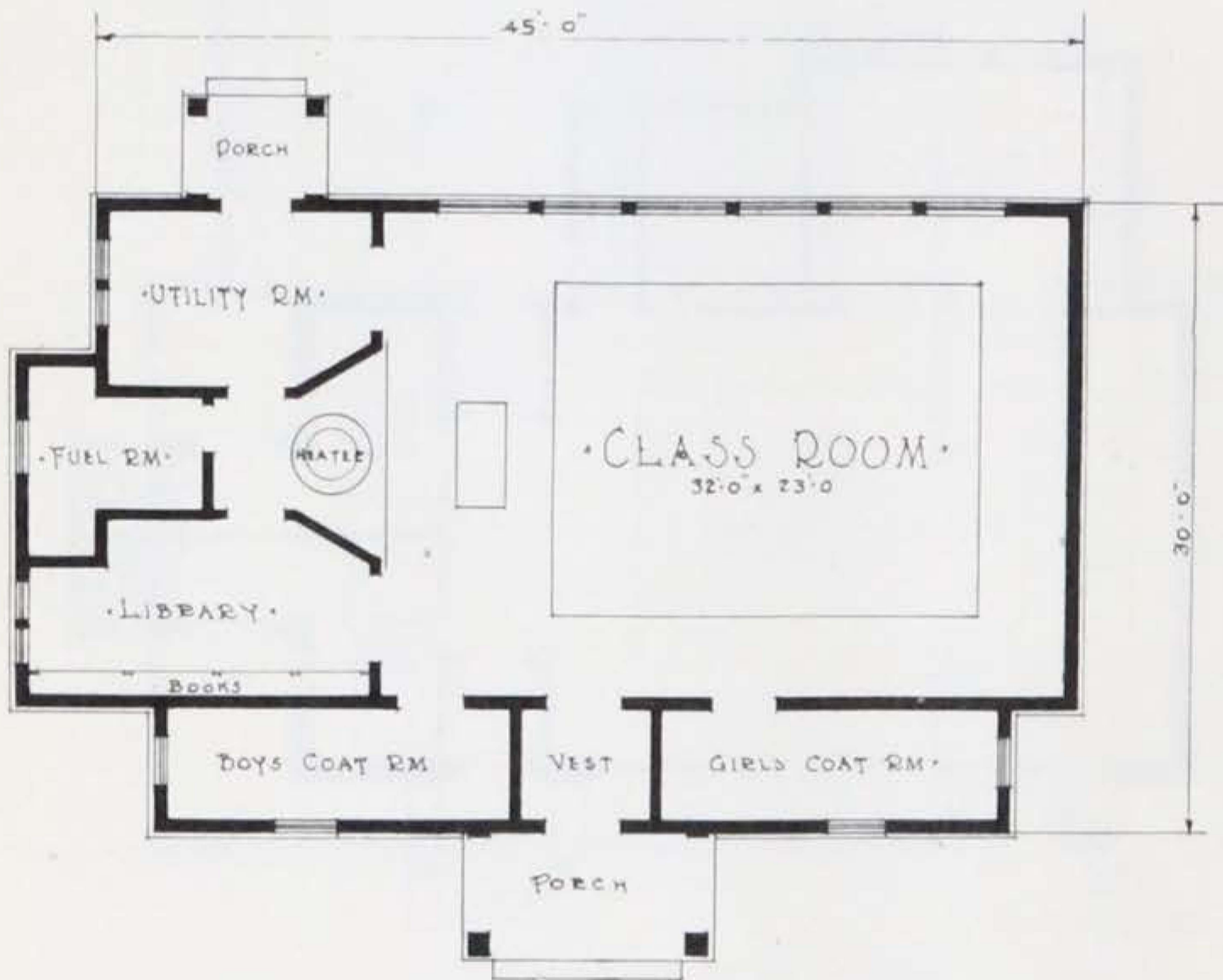
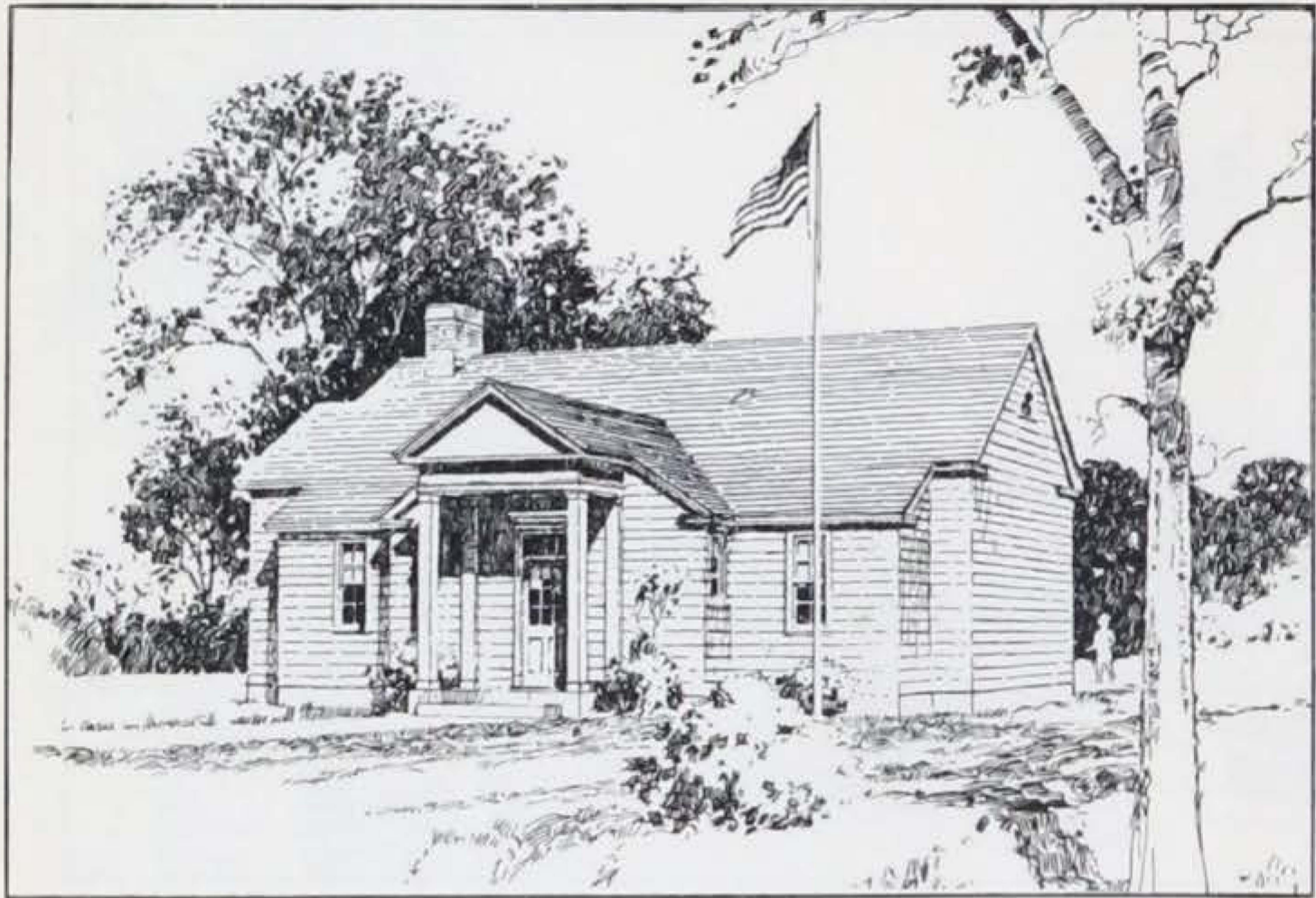
One Teacher School.



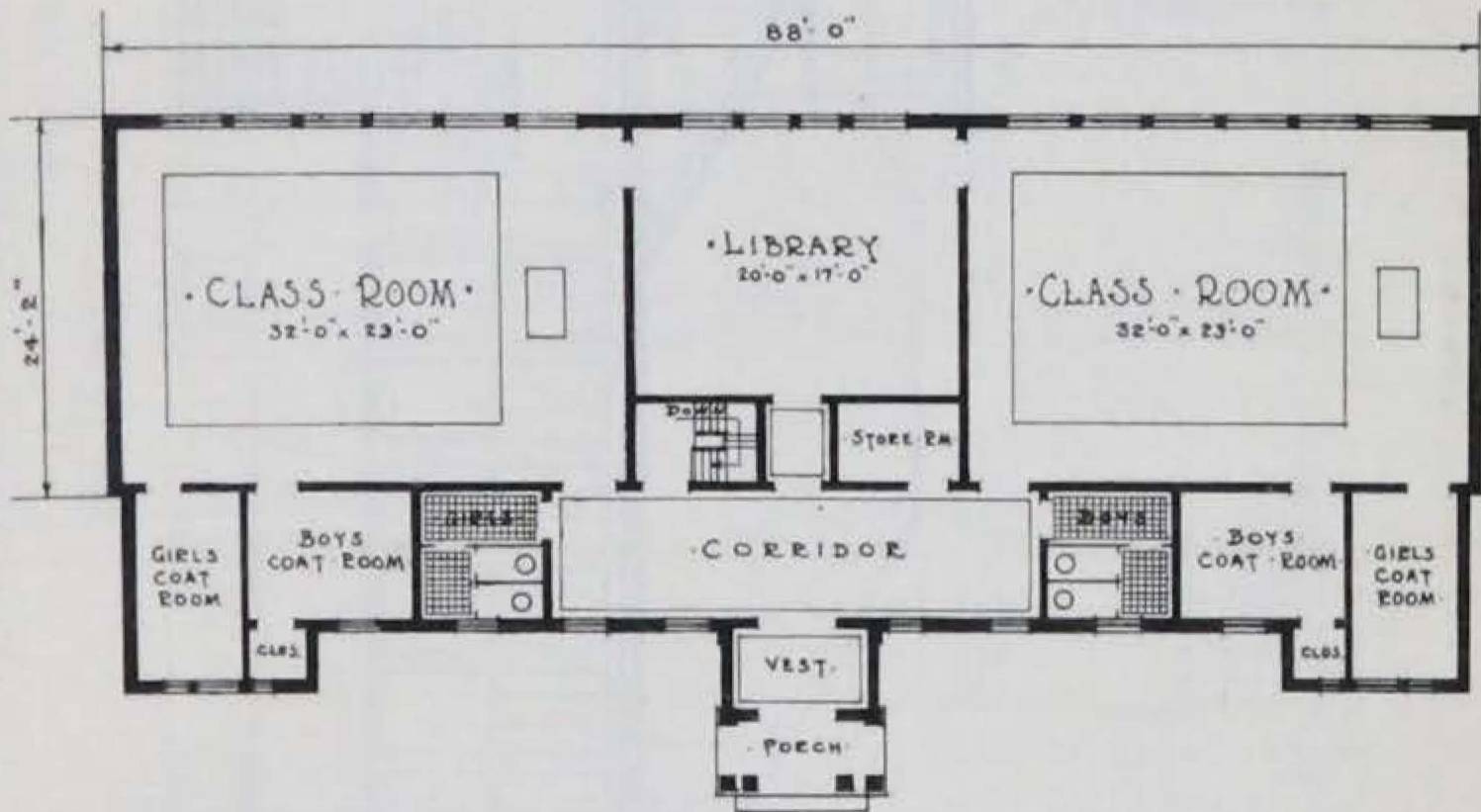
One Teacher School.



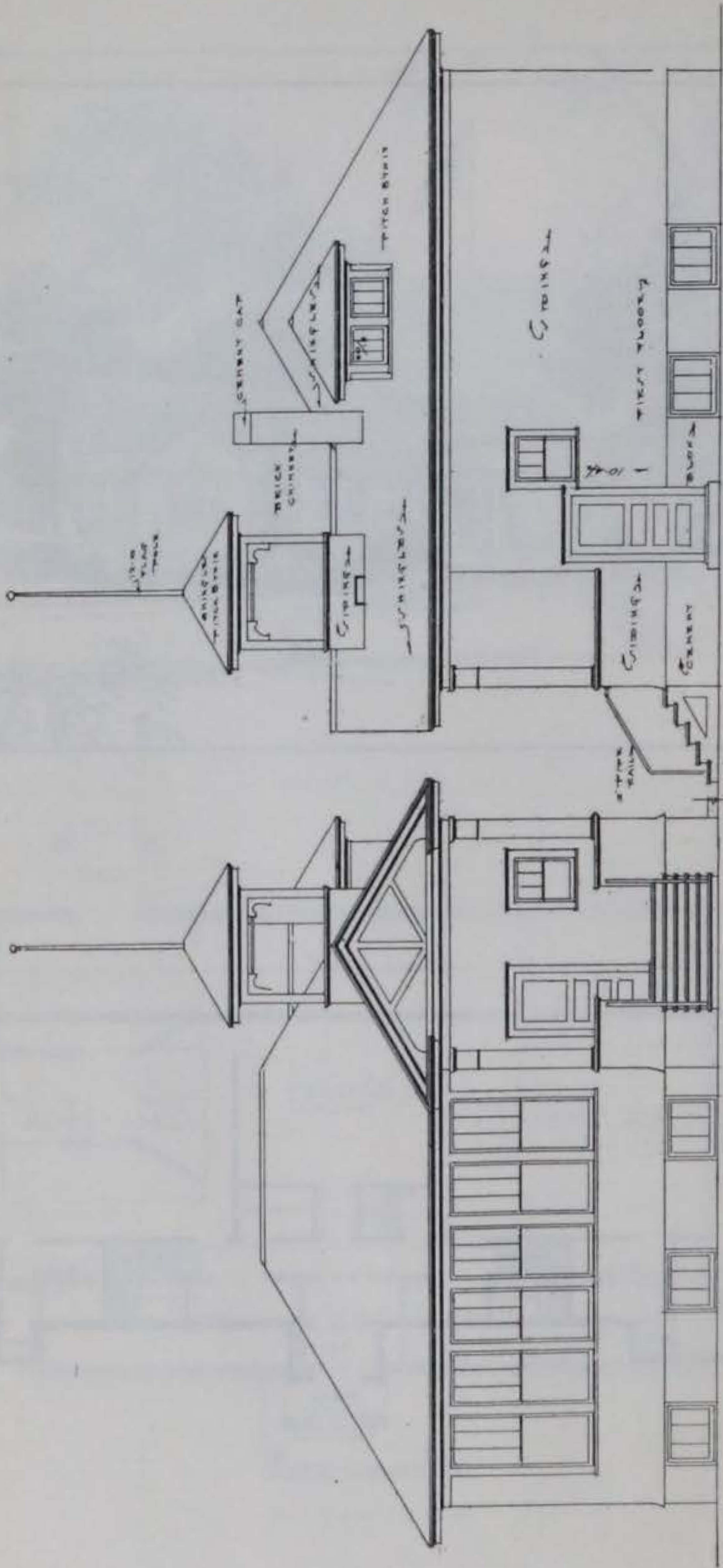
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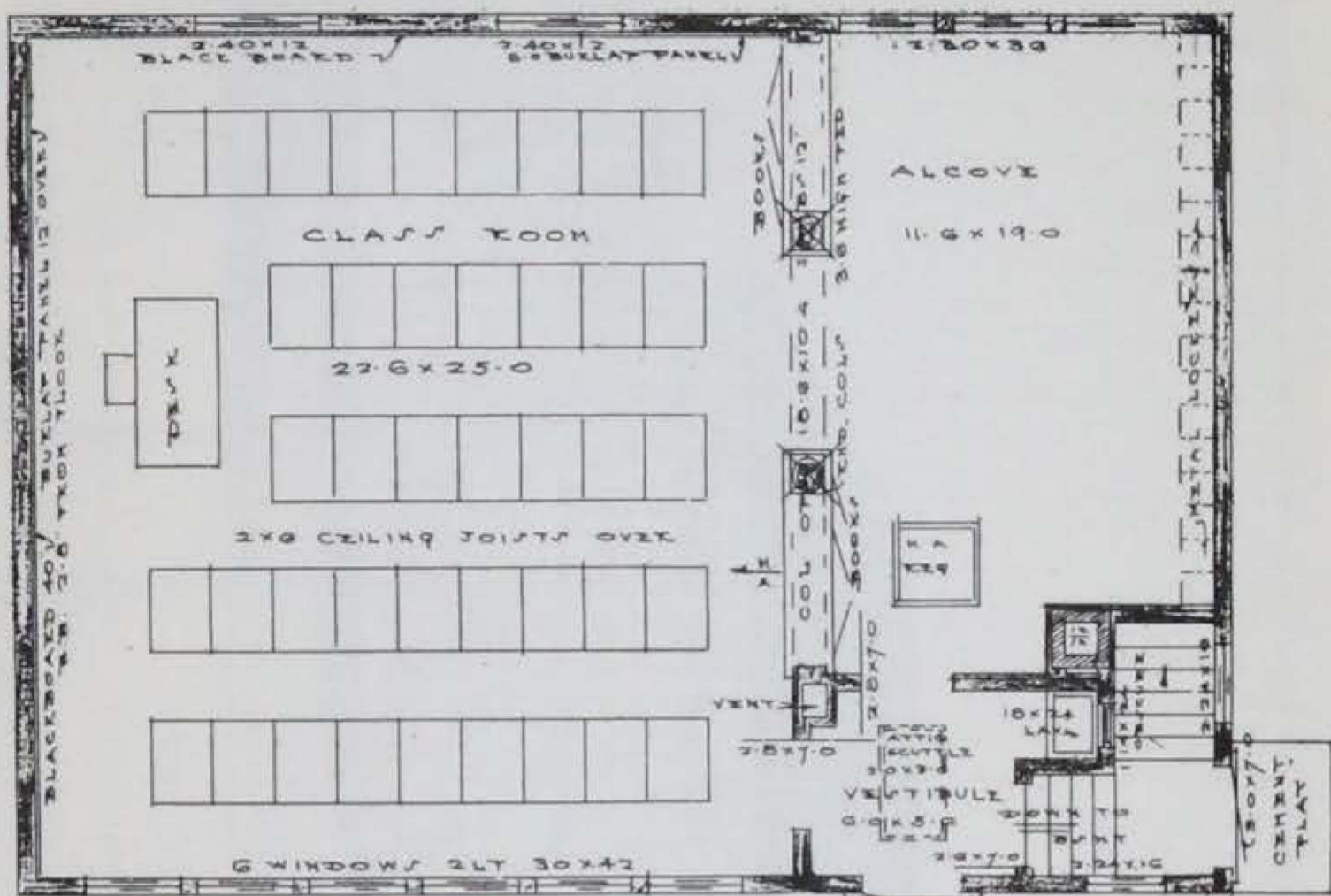
Two Teacher School.



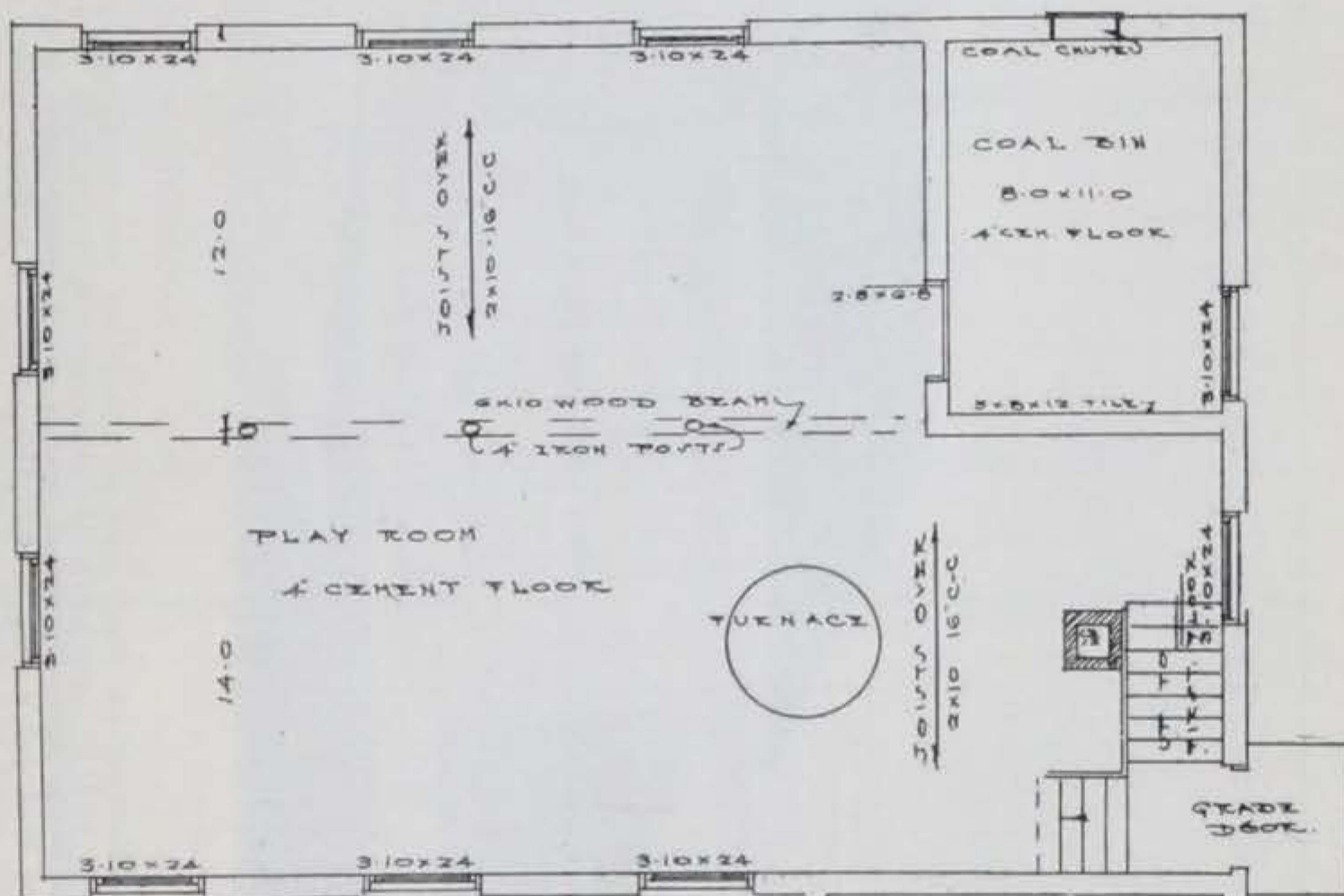
East Elevation.

Rural School, Dayton Township, Butler County.

North Elevation.



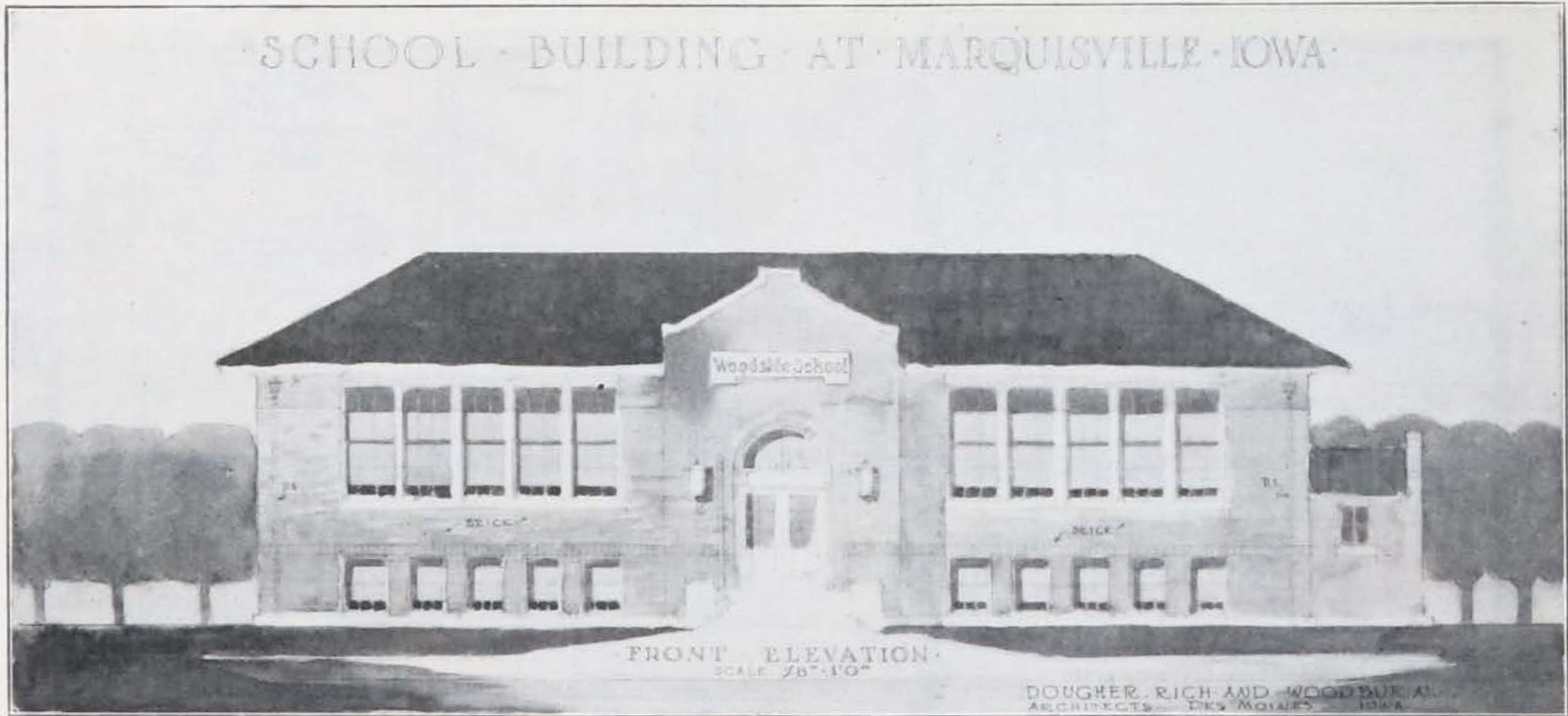
Basement Plan.



First Floor Plan.

Rural School, Dayton Township, Butler County.
One Teacher School.

SCHOOL - BUILDING - AT - MARQUISVILLE - IOWA -

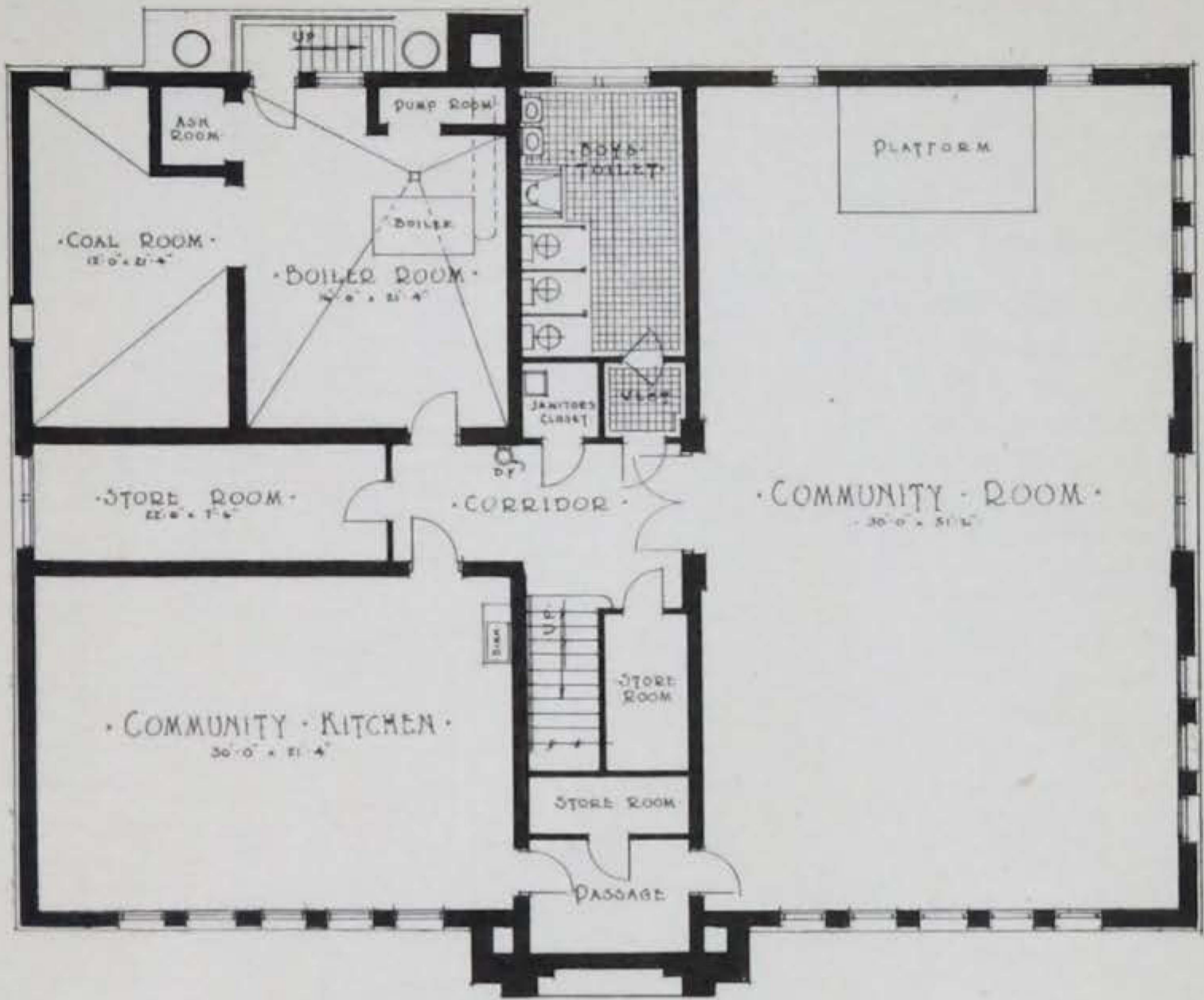


WOODSIDE SCHOOL, MARQUISVILLE, IOWA

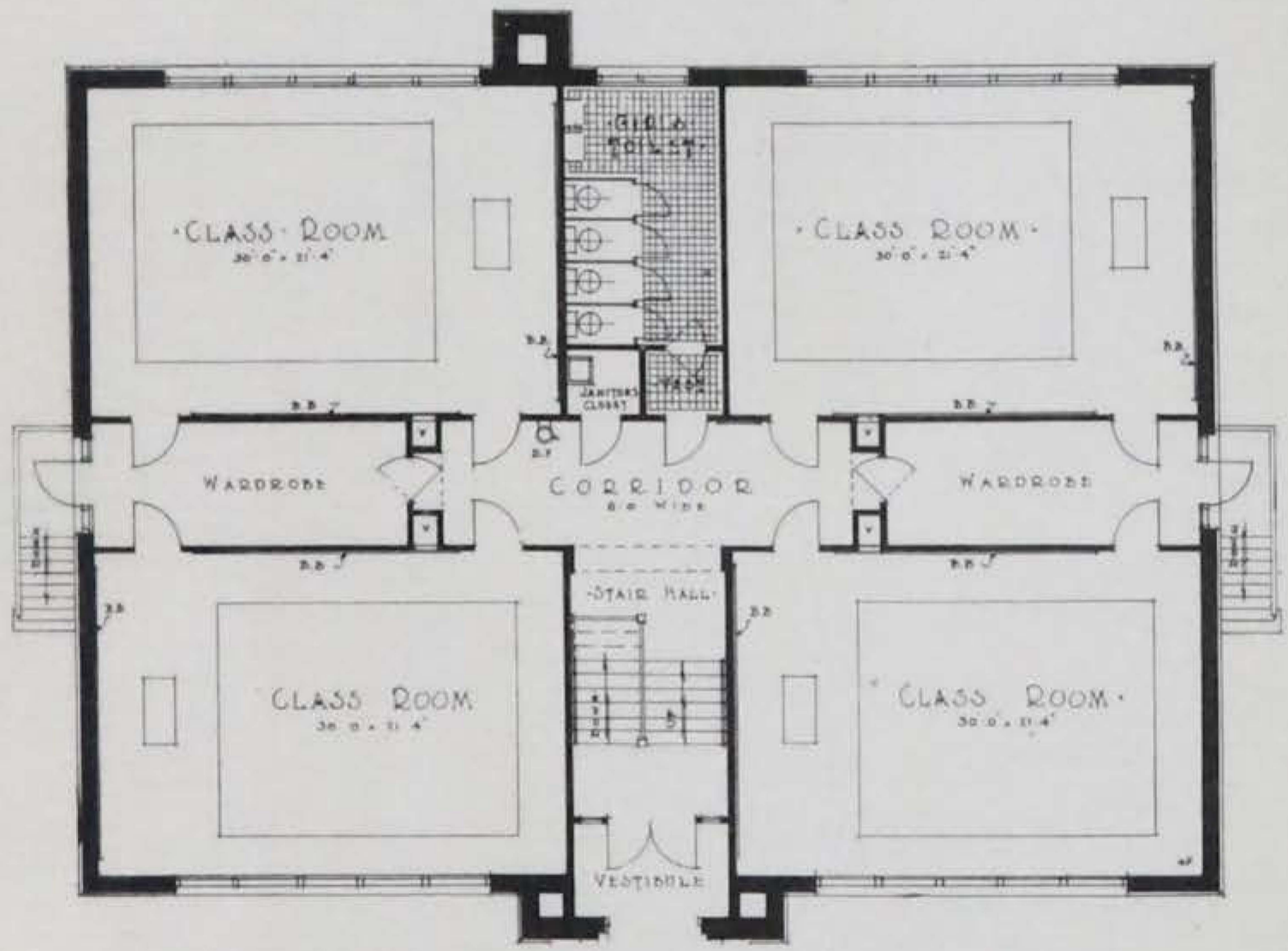
This illustrates an ideal type of school for the small community. While it contains every modern convenience for the school and the community use and is thoroughly and substantially built, it is very economical in cost.

The building here illustrated was actually constructed in 1924 in a district containing a little over three and one-half square miles area. It was built for a cost of \$21,000 including electric lights and steam heating plant, and enables the community to offer their children not only grade work but two years of high school.

The school levy in this district is 66.5 mills.



Ground Floor Plan, Woodside School, Marquisville, Iowa.



First Floor Plan, Woodside School, Marquisville, Iowa.

STATE LIBRARY OF IOWA



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